DOCUMENT RESUME

ED 206 250 HE 014 335

TITLE	The Report of the Preliminary Investigation of the Quality of Education, University of Florida.
INSTITUTION	University of Florida, Gainesville. Student Government.
PUB DATE	[81]
NOTE	109p.
AVAILABLE FROM	University of Florida Student Government Department of Education, 305 J. Wayne Reitz Union, University of Florida, Gainesville, FL 32611.
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Accrediting Agencies; College Curriculum; College Environment; College Faculty; *College Role; College Students; Educational Objectives; *Educational Quality; Evaluation Criteria; Governance; Higher Education; Institutional Research; Needs Assessment; Policy Formation; School Surveys; *State Universities; *Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Attitudes; Teacher Qualifications; Teaching Methods
IDENTIFIERS	*University of Florida

ABSTRACT

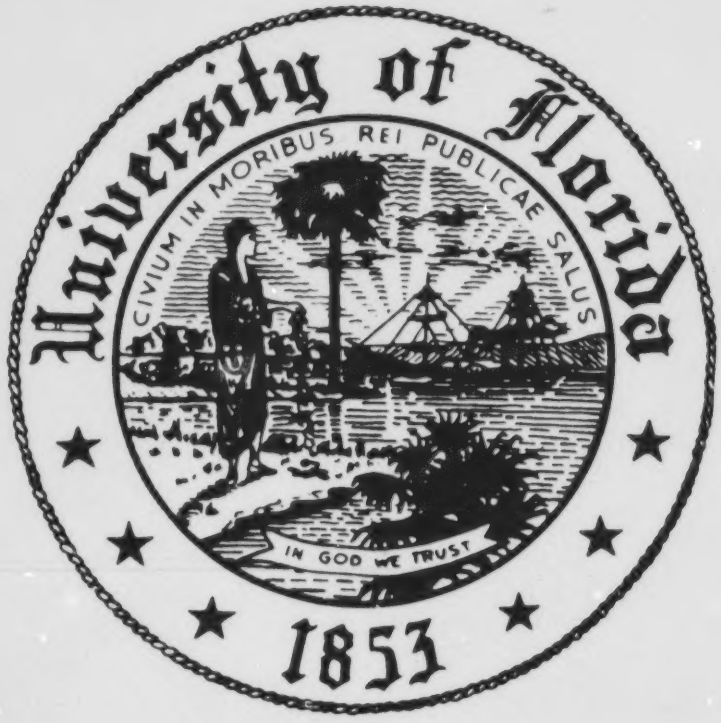
The need for a comprehensive evaluation of the quality of education at the University of Florida, Gainesville, was investigated by the Student Government Department of Education during fall quarter 1979 and winter quarter 1980. Twelve areas were examined: The Southern Association of Colleges and Schools, evaluations by professional associations, student evaluations, other evaluation criteria, institutional goals, faculty, students, teaching methods, curriculum, academic advisement, policy-making, and learning atmosphere. Eighty-eight percent of the students polled believed that there is a need for a comprehensive evaluation of the quality of education at the university, and 68 percent of the faculty polled believed that there is such a need. Observations were targeted on the College of Liberal Arts and Sciences, education, journalism and communications, and business administration. Original survey objectives were to obtain responses from seven campus groups regarding the need for an evaluation: the student senate, the faculty senate, the administration, college councils, area governments, relevant student organizations, and fraternities and sororities. Due to various problems, only the student and faculty polls were conducted. Among the specific areas that were investigated were the following: the type of evaluation the Southern Association of Colleges and Schools would make at the Unviersity of Florida; the role of professional associations in evaluating programs at the University; the use made of student evaluations of faculty and different types of student evaluations; goals of the university in terms of research, teaching, and service; ratings of the importance of specific teacher qualifications/skills; the extent of sexual harassment of students by faculty; and views on the student attrition. Specific comments of respondents are included. (SW)

ED206250

THE REPORT OF THE PRELIMINARY INVESTIGATION OF THE QUALITY OF EDUCATION

UNIVERSITY OF FLORIDA

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Univ of Florida
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 014 335

THE UNIVERSITY OF FLORIDA STUDENT GOVERNMENT DEPARTMENT OF EDUCATION

SG Education Coordinator: Bill Loiry

1979-80 Department of Education Staff

Tammy Blenkhorn
Kiki Bochi
Donna Bolotin
Jill Burnstine
Ellen Bush
Anne Decker
Pamela DiMeo
Julie Glocker
Michael Grimes
Mike Grossman
Donna Gudwin
Kim Harvill
Kathy Hayes
Susan Henderson
Connie Hipple
Cheryl Houser
Karen Kimbrell
Jackie Lampp
Sophia Markowitz
Ed McGrady
Eddy McIntyre
Alice Montsdeoca
Sharon Nelson
Maggie Noonan
Mindy Pallot
Christy Philip
Lisa Pittman
Amy Pressly
Tim Rogers
Cookie Schackter
Mary Schneeweiss
Bill Schroeder
Ken Schwanger
Laura Seymour
Tammy Spanglen
Mike Stein
Marilyn Stern
George Sutton
Martin Sutton
Paul Swinton-Ramcharan
Beth Tillman
Terri Touma
Susan Wall
Beth Wojas
Sheila Wolfe
Ellen Zechman

Consultants

Dr. David A. Loiry, Clinical Psychologist, Sarasota
Dr. Arthur O. White, Associate Professor, Foundations of Education, UF
Dr. Mark C. Yang, Associate Professor, Statistics, UF

A special thanks to all those students, teachers, administrators, and others who gave their time, thoughts, information, and manpower to make this project a success.

"I mean not to exhibit horror for the purpose of provoking revenge, but to awaken us from fatal and unmanly slumbers, that we may pursue determinately some fixed object."

Thomas Paine

"For here we are not afraid to follow truth wherever it may lead, nor to tolerate error so long as reason is left free to combat it."

Thomas Jefferson

HE 014 335

University of Florida Student Government
Department of Education
305 J. Wayne Reitz Union
University of Florida
Gainesville, Florida 32611
904/392-1665

This public document was promulgated at a cost of $.36 per copy to provide information to the University of Florida community, the Florida Legislature, the Florida Cabinet, and the general public about the quality of education at the University of Florida.

CONTENTS

		Page
INTRODUCTION		4
METHODS		6
PART I	EVALUATIONS	
Section 1	Southern Association of Colleges and Schools	10
Section 2	Evaluations by Professional Associations	13
Section 3	Student Evaluations	15
Section 4	Other Evaluation Criteria	20
PART II	DETERMINANTS OF QUALITY EDUCATION	
Section 1	Goals	25
Section 2	Faculty	30
Section 3	Students	42
Section 4	Teaching Methods	48
Section 5	Curriculum	58
Section 6	Academic Advisement	65
Section 7	Policy-Making	72
Section 8	Learning Atmosphere	79
PART III	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	91
PART IV	APPENDICES	96

INTRODUCTION

Never before in the history of student involvement in the United States, have students gotten so involved in the quality of their college education. This is very important for several reasons.

It shows that significant student involvement can occur in a deep and long-range manner and is not inherently dependent on more short-range dramatic issues.

It shows that the students involved in this project were not apathetic or cynical, but in fact worked very hard because they believed they could make a difference.

It shows that the students involved in this project believed they could make a difference as students and did not have to wait until later to make a difference.

It shows that students are willing to work within the system.

Indeed, it was the system which inspired this massive undertaking. For the last several years, Florida has been critically analyzing its state university system. The Commission on the Future of Florida's Public Universities wrote in its 1978 report:

> Higher education is at a critical point in time. Its role in our society must be re-examined and its value reassessed. Indeed, there is a continuing need to consider how the higher education enterprise can be redirected and strengthened to better serve societal needs... Such a reevaluation and reassessment is particularly timely in Florida.

The Joint Legislative and Executive Commission on Postsecondary Education wrote in its 1980 report:

> As we stand on the threshold of the 21st Century, it is appropriate to reevaluate the policy of the last three decades in terms of present conditions and the challenges posed by the future...The Commission recommends that future public policy for postsecondary education in Florida focus on the goal of improving quality.

And so, in the spirit of the work of these two Commissions, the University of Florida Student Government Department of Education conducted a preliminary investigation of the quality of education at UF. The purpose: to see whether or not a comprehensive evaluation of the quality of education is needed.

Conducted during the Fall Quarter of 1979 and the Winter Quarter of 1980, the investigation involved 48 staff and dozens of other people - students, faculty, administrators, and others. Hundreds of phone calls were made, countless interviews were conducted, numerous meetings were attended, many staff meetings were held, and a number of talks were given to produce this final report of the preliminary investigation.

It must be emphasized that this was preliminary - not comprehensive, and that it was an investigation regarding whether or not there is a need for an evaluation - not an evaluation itself. It had a specific purpose and was not designed to be a panacea. Rather, it was designed to be a start - if one was found to be needed.

The quality of society is very much dependent on the quality of its institutions. Quality institutions produce quality societies. Poor institutions produce poor societies. Our society and our world are in for some rough times ahead. We must make sure that our society has the qualitative strengths necessary to endure. For this to happen, it is very important that America's youth - those who will carry the burden of the future - lead the way.

METHODS

The preliminary investigation was approached scientifically and began with the hypothesis: "There is a need for a comprehensive evaluation of the quality of education at UF." This was based on the report of the Commission on the Future of Florida's Public Universities, the work of the Joint Legislative and Executive Commission on Postsecondary Education, reports of problems to Student Government leaders by students, and the personal observations of Student Government leaders. The investigation, then, had as its purpose to see whether or not this hypothesis was true - whether or not there existed a need for a comprehensive evaluation of the quality of education at UF.

Rather than looking at preconceived ideas of what might be wrong with education at UF, we looked into two broad areas: Evaluations and Determinants of Quality Education with the idea that if there were significant questions concerning those two areas, then there would be a need for a comprehensive evaluation.

The task was approached from several sides so that data we collected might be more comprehensive. These included: polls, observations, and comments.

Extensive polls were conducted of the student and faculty bodies. The polls were done by telephone with the answers recorded by number for statistical computation. Random samplings of the student and faculty bodies were obtained from the Office of Academic Affairs. The error of margin for the student poll was +-6% with 178 students called. The error of margin for the faculty poll was +-6% with 189 of the faculty called. The statistics were tabulated by computer.

Much staff time went into observations. Four task forces were organized to target the observations on the Colleges of Liberal Arts & Sciences, Education, Journalism & Communications, and Business Administration. These colleges were chosen for three reasons: (1) most of the UF student population is in these colleges; (2) most of society is shaped by the disciplines within these colleges; and (3) less attention has been given to these colleges than others.

Within the four task forces, staff specialized in nine areas: (1) evaluations; (2) goals; (3) faculty; (4) students; (5) teaching methods; (6) curriculum; (7) academic advisement; (8) policy-making; and (9) learning atmosphere.

Comments were solicited from the campus community concerning the quality of education at UF. Comments were solicited by 5 methods: (1) flyers posted throughout campus; (2) announcements in the

Student Government Page in the Alligator; (3) announcements in the Alligator; (4) public service announcements on radio stations; (5) and speaking engagements on a radio talk show (85 Live) and before various campus groups. Comments were also used from the polls.

Another main piece of data that we attempted to obtain was the determination by various campus groups concerning the need for comprehensive evaluation of the quality of education at UF. Seven groups were targeted: (1) the Student Senate; (2) the Faculty Senate; (3) the Administration; (4) College Councils; (5) Area Governments; (6) Relevant Student Organizations; and (7) Fraternities & Sororities.

Throughout the investigation, much care was given to insure objectiveness. When students were interviewed for staff positions, no consideration was given to their personal views on the quality of education at UF. The questions for the student and faculty polls were made as objective and non-leading as possible. Random samplings were used for the polls. In gathering observational data, care was taken to avoid biasing the incoming data. In soliciting comments from the campus community, we asked that comments be written on the quality of education at UF and whether or not there was a need for a comprehensive evaluation (as opposed to "What is wrong with education at UF"). Finally, professional consultants provided their feedback to various sections or all of the project and report.

Problems

Because this was pioneer work as far as student involvement in the quality of their education is concerned, the methods used were developed by the SG Education Coordinator and the staff. This means that the overall approach used by this investigation had not been tested previously.

Originally, five polls were planned - student, faculty, administration, alumni, and employer. Due to various problems, only the student and faculty polls were conducted.

We heard that many students were interested in the preliminary investigation and had a lot of things to say but would not take the time to write them down because they did not feel they or our project would make any difference.

Some people were uncooperative, although they were an extreme minority. Said one faculty member on our random sampling before he hung up on our poll: "I don't think that what you have is a random sample, because I am a more superior professor than most here at this university."

The major problem concerned the targeted organizations.

The memorandum asking a student senator to introduce a resolution

calling on the Student Senate to go on record as to whether or not they thought there was a need for a comprehensive evaluation was not acted upon.

The Faculty Senate cancelled its February meeting where we were planning to speak.

The Administration would not go on record regarding the need for an evaluation because the President said one came here anyway with the SACS evaluation (three members of the Administration did submit written comments). The President also said that the results of our polls would not be valid because the political polls did not indicate Ronald Reagan would win as big as he did in the 1980 New Hampshire Republican Presidential Primary.

It was hard to get in touch with most of the College Councils through their offices.

The Area Government meetings were usually filled with elections or other events. The presidents were difficult to reach so messages were left telling them what we were doing and for them to call back. Most never did.

We attempted to contact academically-oriented student groups. They were either highly unorganized, never in their offices, or the ones we did get through to told us they would call back once it was okayed by their council. The latter ones never called back.

We had a difficult time with many of the sororities. In the beginning of the quarter most said they were too busy with "rush." Then there were elections. Toward the end of the quarter they warned that scheduling speeches with them would be useless due to lack of interest (no one would stay after dinner to listen.) This latter excuse was from most of the ones which wouldn't allow speakers at their chapter meetings.

PART I

EVALUATIONS

SECTION 1

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Every ten years, the University of Florida is supposed to be evaluated by the Southern Association of Colleges and Schools (SACS) in order to be accredited.

The last time the University of Florida was evaluated by SACS was in 1972. Its report was divided into two sections. The first part included sections such as "Purposes and Goals," "Organization and Administration," "Educational Program," "Faculty," and others. Its second part looked at each of the Colleges, with the exceptions of what was then University College and the College of Arts and Sciences.

In 1977, SACS conducted a "Fifth Year Accreditation Study" and concluded: "The Summary Recommendations of the final report of the Accreditation Committee, dated March, 1972, have been carried out in full..."

On January 28, 1980, a meeting was held with the Vice President for Academic Affairs. He said that the UF Administration had successfully delayed the 1980 SACS evaluation for a year. He said in looking at the Midwestern, Atlantic, and New England Associations of Colleges and Schools, there is a substitute process available for those colleges and universities which have been successfully evaluated three times. For UF, he envisioned this being a light evaluation rather than a comprehensive one, with 5 SACS evaluators coming down instead of 40. The Vice President said the UF Administration would propose to SACS this fall that this kind of evaluation be done at UF.

He also made the following points about SACS:

- UF is too good to be evaluated by SACS.
- He lost faith in SACS after they accredited Nova.
- SACS doesn't come up with anything the Administration doesn't already know.
- The Administration doesn't like the cost of the accreditation.
- The last evaluation by SACS produced 12 volumes.
- SACS probably will not accept the UF proposal for reduced evaluation.

When asked if the Administration had an alternative evaluation in mind since they didn't like SACS, the Vice President said that

they did not.

The following letter was sent to the Vice President for Academic Affairs on March 5, 1980 from the SG Education Coordinator:

> Yesterday I addressed President Marston and his staff to inform them of our project and to ask their thoughts. When I mentioned the Administration's request to have a light evaluation rather than a comprehensive evaluation by S.A.C.S., President Marston said this was not the case. Could you clarify the situation for me?

The Vice President's March 7 reply:

> I have your letter of March 5th containing your questions about the nature of the SACS evaluation. Your question is involved, I believe, in semantics. We have indeed requested a SACS evaluation different from the traditional one we have undergone once during each of the past three decades. We are asking that the evaluation deal soley with our liberal arts and sciences curriculum rather than the whole university. We asked for this special evaluation on the basis that the rest of the University's programs are evaluated at least once every five years by the professions they represent. Hence the SACS evaluation of Liberal Arts and Sciences will be an intensive one. Hence I object to your juxtaposition of "comprehensive" and "light" as the proper words to describe the two different kinds of evaluation that SACS could make of this University.

Questions

Why is there a discrepancy between the Vice President for Academic Affair's January 28 remarks and his March 7 letter?

What is the Administration requesting of SACS?

Does the university community know what the Administration is requesting of SACS?

Why aren't the student and faculty bodies involved in determining what kind of SACS evaluation there will be?

Is SACS competent to evaluate the University of Florida?

Can an alternative evaluation be designed for accrediting UF if SACS is not acceptable?

SECTION 2

EVALUATIONS BY PROFESSIONAL ASSOCIATIONS

Professional Associations accredit various programs on the UF campus by periodically evaluating them. For example, the College of Business Administration is evaluated by the American Assembly of Collegiate Schools of Business; the College of Veterinary Medicine by the American Veterinary Medicine Association's Council on Education; the College of Medicine by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges; the School of Forest Resources and Conservation by the Society of American Foresters; the College of Engineering by the Engineers' Council for Professional Development; the College of Dentistry by the American Dental Association; and the College of Education by the National Council for the Accreditation of Teacher Education.

Questions

To what extent are professional associations competent in evaluating programs at UF?

Are the evaluations by the professional associations comprehensive?

To what extent are the student and faculty bodies involved with the evaluations of the professional associations?

To what extent are the reports of the evaluations of the professional associations known or made known to the campus community?

To what extent are the recommendations of the reports acted upon?

Do the professional associations evaluate UF programs within every five years?

SECTION 3
STUDENT EVALUATIONS

Observations

The Associate Director of the Career Resource Center made the following comment:

> We've had our Graduate Follow-Up Survey since 1971. We've offered the results to all the departments through the years. Some departments have been interested, especially the professionally-oriented ones. But most departments have not been interested at all.

The following questions and answers were part of a meeting with a professor in the Department of Political Science:

Q: Is there a standard form for your department?

A: Yes.

Q: Is it used in other departments?

A: Yes. It is the same form for all departments in the College of Liberal Arts & Sciences.

Q: Who makes up the questions?

A: No idea.

Q: Does your department or its individual professors add anything to the evaluation form?

A: May ask students to write comments on the back of the page.

Q: Is there any student input?

A: No idea.

Q: Are there any specific and/or standard instructions given to the professor for administering?

A: Asked to leave the room but the procedure is not monitored and some professors violate this procedure. Other aspects are regularly violated by some professors (i.e. picking up and returning evaluations themselves, instead of through a student).

Q: What happens to the evaluations after the students return them?

A: They go to the computer center. The center computes individual scores and also department scores (for comparisons).

Q: Are evaluations reviewed by a department head or a committee before the professors see them?

A: Not that I'm aware of. If there's a real problem, the department chairman may speak to the professor but usually only if there have been several complaints over several quarters.

Q: What is the time span between when evaluations are administered and the professors see them?

A: About three to four months.

Q: Are professors required to see them?

A: No. Evaluations are put in their boxes and they can do what they please with them.

Q: If there's something severely wrong, are changes required and by whom?

A: Not necessarily. The chairman may make suggestions but the professor doesn't necessarily have to listen to these because of their academic freedom (may infringe upon their academic freedom).

Q: Is there any effect on tenure and/or merit increases in salary?

A: Variation from department to department. Horrible teaching may work against you but there is no reward for great teaching.

A meeting was held with the Chairman of the Department of Romance Languages on February 14, 1980. He made the following points:

- The usual time evaluations get back to the professor is two months. Only delays make it six months.
- Student evaluations can be taken into account as an important aspect but students often don't want to take the time.

- Competence and range of teaching are best judged in other ways. The evaluation forms deal more with style.

A meeting was held with the Chairperson of the Department of History. He made the following points:

- Statistical scores are sent to the Department office. There is no committee to review them.
- There are no peer evaluations except in untenured faculty.
- Student evaluations have the most impact in extreme cases.
- Students are "too easy on us."

A meeting was held with the Chairperson of the Department of Humanities. He made the following points about student evaluations of faculty:

- They are useless.
- They are attitudinal questions, rather than ones that measure effectiveness.
- We are nervous to use them in tenure and promotion cases.
- The data is too subjective.
- A short essay would be better.

A meeting was held with the Chairperson of the Department of Chemistry. He made the following points about student evaluations of faculty:

- They are not very useful because of statistical spread.
- They are not taken all that seriously.
- The questions on the evaluation form are ridiculous. They need to be simplified.
- It is a popularity contest.
- If all students don't answer, then the analysis is baseless.
- The size of the class is not taken into account.
- Basically the student evaluations do not have much credibility. They satisfy the students, however.

Questions

Are student evaluations of faculty completed in all UF courses?

What significance do student evaluations have?

Are the student evaluations complete?

Are proper procedures used by faculty regarding the administering of student evaluations?

To what degree do students have a say in the type of student evaluations used?

Why do student evaluations vary across campus?

SECTION 4
OTHER EVALUATION CRITERIA

In the University of Florida's 1979 Role and Scope document, the following was written:

> The University judges excellence in teaching, research, and service by the comparative use of the many and varied national norms employed by national rating studies such as the Roose-Anderson Report and the Cartter Report; refereed publication in national and international journals; books published by university presses and national or international presses; federal, state, and private grants and contracts; national awards by professional societies for teaching, research, and service; and the use of nationally recognized consultants to review faculty performance in teaching, research, and service, and the use of such consultants to evaluate the effectiveness of academic programs. The faculty reward structure emphasizes research publication but pays special attention to outstanding performance in teaching and service. Devices used to implement this emphasis include accelerated promotion in academic rank for big achievement, released time for special projects, the graduate research professor program, and significant merit increases in salary, although this latter device is now severely constrained by an inadequate salary structure for all faculty and the result of a series of collective bargaining agreements.

In an August, 1979 Position Paper for the Commission on Post-Secondary Education, the Dean of the College of Liberal Arts and Sciences and the Dean of the College of Education commented on national criteria of quality institutions:

> Any criteria of quality must be shaped in the light of the continuing prominence of the quality institutions nationally, such as the public universities of California-Berkeley, Michigan, Wisconsin, North Carolina, Texas, Indiana and Illinois, and the private universities such as Harvard, Yale, Princeton, Columbia, Stanford. Quality is at best an elusive characteristic to measure, but the

following factors are appropriate in assessing the worth of an educational institution:

1. The number of National Merit Scholars attending the institution.

2. The number of nationally and internationally recognized faculty; faculty who give invited papers at national and international conferences, and hold offices on national scholarly bodies.

3. The number of nationally recognized departments and graduate programs.

4. The number of distinguished alumni produced.

5. The national ranking of a university's professional schools.

6. The volume of private and grant funds attracted.

7. The level of achievement required for admission of students.

8. The ease with which superior students are attracted to a particular institution.

9. The median scores achieved by students on national examinations.

10. The number and quality of professional journals edited by faculty on a particular campus.

11. The extent of faculty participation in review boards, editorial boards, as grant referees and in consulting.

12. The amplitude of library resources, and the inventory of its up-to-date equipment.

UF's Director of University Information made the following points on March 18, 1980:

- We rate in the top 30 or 40 colleges and universities in the nation. Our aspiration

is to get in the top 20.

- One way to look at the quality of a university is its student body. UF is 19th in the number of merit scholars, 8th among all state universities, and in the top 30 in S.A.T. scores.
- UF is 37th in the nation in attraction of research support to faculty. This is probably the best way to measure quality. So you could say that overall, UF's faculty stands 37th in the nation.

The Carnegie Foundation for the Advancement of Teaching ranks the University of Florida in Category 1.1 which is "the 50 leading universities in terms of federal financial support of academic science..."

A meeting was held with the Chairperson of the Department of Sociology. He made the following points:

- Overall, UF's Sociology Department is at the bottom of the top 40 in the nation.
- Ranking factors include journal work, membership on advisory boards. But the fact that one of our Sociology professors is editor of the Journal of Marriage & the Family has no impact on his undergraduate teaching. It may even cause him to teach less.
- Rankings are meaningless as far as teaching is concerned.

Questions

Are these competent criteria to measure UF by?

What is the "top 20?"

PART II

DETERMINANTS OF QUALITY EDUCATION

SECTION 1
GOALS

Student Poll

Which is the more important function of UF?

Research: 11%

Teaching: 43%

Equal importance: 45%

Faculty Poll

Which is the more important function of UF?

Research: 10%

Teaching: 26%

Equal importance: 53%

Questions

A meeting was held with the President of the University of Florida on March 21, 1980. The following questions and answers were part of that meeting:

Q: What is quality education?
A: What I got at Oxford...The definition in 1689 (Florida Law) is a good one.
Q: What are the goals of the university?
A: The code document in the later 60's or early 70's, the mini-relook when I first came, and Role and Scope all define the goals of the university...The role of the university is to deliver to the state what it needs...Management is something that you do and not something you talk about.
Q: What do students see as their goals here? Do they know why they're here?

A: I had dinner with eight merit scholars last night and they knew what their goals were.

Q: Do you think UF is more geared towards research, teaching, or service?

A: I've never known the answer to that...The guidelines here are that the University must be proficient in two out of three areas...We have a heavy emphasis in all areas...We have no hesitation for people whose main goals are in any of those three areas.

From July 1, 1977 through June 30, 1978, there were 2,069 research projects active at UF with total sponsored research and training expenditures of $34,554,137.74. In its 1978 report to the Florida Legislature, the following was written:

> In addition to those benefits which come to the University as part of the State, and its faculty and staff as citizens of the State, the University experiences some unique benefits from the operation of DSR (Division of Sponsored Research).
>
> The efforts of DSR personnel in stimulating the development of proposals, negotiation of contracts, alerting the faculty to funding opportunities, assisting in the preparation and submission of proposals, and handling patents and licenses of faculty inventions all result in tangible benefits. The benefits are most evident in the continuance of increased funding of sponsored research as shown in other sections of this report. Research is in itself a very valuable instruction program. Research and advanced graduate instruction cannot be separated. The graduate educational effort is stimulated, supported, and the recipient of direct monetary aid as a result of DSR support of projects being carried out by faculty. Intangible benefits of improved morale, attraction of outstanding students and faculty members, contributions toward improved education and educational techniques all foster the successful pursuit of our goal of excellence.

A survey was distributed to the Chairpersons of the Departments of Journalism, Broadcasting, Advertising, and Public Relations during Winter Quarter 1980. The following are the answers to the question, "What are the educational objectives of this department?":

Journalism	"Professional education in print journalism - newspapers and magazines. Very career oriented."
Broadcasting	(no answer)
Advertising	(no answer)
Public Relations	(no answer)

In 1975, a Task Force on Goals for the University of Florida, "reaffirmed earlier goals statements developed for the University of Florida and identified eleven issues associated with the goals." In its cover letter to President Marston, the Task Force wrote: "Statements of institutional goals often have little impact because inadequate attention is given to their achievement. Accordingly, we have prepared a series of recommendations regarding the achievement of goals."

Comments

(Faculty): "On the average, the teaching function has been put on a backburner. Research has been favored instead and often this research is poorly done. Teaching has suffered as a result of it. Teaching should be our main business."

(Faculty): "It is the kiss of death to get a teaching award because teaching award recipients get fired."

(Faculty): "More emphasis needs to be put on teaching."

Questions

What is quality education?

What are the goals of the university?

What do students see as their goals? Do they know why they're here?

Is UF more geared towards research, teaching, or service?

What effect does research at UF have on teaching at UF?

Are students and faculty involved in setting the goals for the university?

To what extent is the graduate educational effort stimulated, supported, and the recipient of direct monetary aid as a result of DSR support of projects being carried out by faculty?

To what extent is research in itself a very valuable instruction program at UF?

To what extent are intangible benefits of improved morale, attraction of outstanding students and faculty members, contributions toward education and educational techniques fostering the successful pursuit of our goal of excellence?

To what extent does the UF campus community know about current research at UF?

Can students be awarded research grants and contracts?

What became of the recommendations of the 1975 Task Force on Goals?

SECTION 2
FACULTY

Student Poll

How would you rate the majority of professors you have had at UF in the following areas:

Knowledge of Content:	
Unsatisfactory:	0%
Poor	0%
Average:	13%
Good:	41%
Excellent:	45%
Teaching Ability:	
Unsatisfactory:	3%
Poor:	7%
Average:	45%
Good:	37%
Excellent:	5%
Interest in Students:	
Unsatisfactory:	1%
Poor:	7%
Average:	50%
Good:	27%
Excellent:	9%

Relationship with students:

Unsatisfactory:	7%
Poor:	27%
Average:	35%
Good:	23%
Excellent:	3%

Which better qualifies a professor for his job?

Publications:	5%
Field Experience:	49%
Equal importance:	43%

Are you female?

Yes:	45%
No:	52%

Have you ever been the victim of sexual harassment or discrimination by a professor?

Yes:	7%
No:	41%
No Comment:	52%

Are you a racial minority?

Yes:	19%
No:	66%

Have you ever been the victim of racial discrimination or harassment by a professor?

Yes:	3%
No:	11%
No Comment:	86%

Observations

The Subcommittee of the President's Council of Advisors, comprised of concerned Black citizens, wrote in its recent report:

> "The presence of Black faculty members in representable number, which Blacks possess and are able to exercise some degree of authority has a direct effect on the attitude and performance of Black students. The Subcommittee found less-than-adequate Black faculty representation, particularly at meaningful levels of responsibility and authority...
>
> The greatest deficiency of the College of Medicine lies in its poor record of recruitment and retention of Black faculty members...
>
> The College of Agriculture, includfng the Institute of Food and Agricultural Sciences (IFAS) has a dismal record of recruitment of Blacks, students and faculty."

The following data concerns sexual harassment of students by faculty at UF. We are adopting a definition of sexual harassment used in the Benson Survey at the University of California at Berkeley: "Any unwanted sexual leers, suggestions, comments, or physical contact which you find objectionable."

Judy Oshinsky, a UF Ph.D. candidate in the Counselor Education Department, conducted a pilot study in the summer of 1979 in preparation for her dissertation on sexual harassment. She reported that 50% of the males and females surveyed had experienced some type of sexual harassment from the faculty. Seventy percent said they would not report the harassment. In a survey of just female students, the Oshinsky pilot study revealed the following:

> 87½% had experienced negative remarks about females as a group.
> 50% had experienced unwarranted sexual attention from instructors.
> 29% had experienced unnecessary and unwarranted physical contact from instructors.
> 12½% had experienced a proposition from an instructor or been asked for sexual favors in return for better grades.

A meeting was held with Jacquelyn Resnick of the UF Counselling Center on the subject of sexual harassment of students by faculty.

Sexual harassment, says Resnick, "is an institutional problem with a lot of personal cost for women." It usually begins when the

professor invites the student for coffee or a drink to have further discussion about class. "At some point the student realizes that something more is intended." The question then becomes how she can gracefully back off.

Resnick notes that sexual harassment creates career obstacles for women. "Many women have actually felt they had to change majors or programs."

In response to questions regarding why more women do not report sexual harassment, Resnick points to the unequal power situation implicit between professor and student. She reported, "The students are concerned that no one would believe them." If the form of harassment consists of sexist comments in class,the student will many times express the concern that she is the only one who objects to this form of behavior. And finally, she must consider the consequences of telling, Resnick says.

One female student, commenting for herself and other members of her sorority, complained about a professor who continually made comments in class ridiculing their sorority and house mother:

> He said things that weren't even true like jokes about the House Mother or that it would take our members double time to study. He would show slides of overweight women, of women drinking beer, and say 'Here we have the (sorority members).'

The women found the comments objectionable and offensive. As a result they filed a complaint with the Office for Student Services. The complaint, note the women, only served to make the situation worse. The professor merely said more of the same kinds of comments, rather than less. Attempts to invite the professor to the members' sorority house for dinner to hopefully provide a more accurate picture of the sorority backfired when the professor reported the next day in class that he had been the victim of seductive attempts by two women from _____ Sorority.

A female student's public encounter with a professor at a local bar turned into an "embarrassing" situation when he, obviously having had "too much to drink,"

> ...started grabbing me, saying, 'I can't teach while you're in class.' I got away, but it was a little awkward to go back into class the following Monday. And then, when I handed in my final he said: 'We'll have to get together sometime.' I think I got a lower grade than I should have in the class, but I wasn't going to go talk to him about it.

The John Marshall Bar Association released an evaluation booklet of UF law professors in the Fall of 1979.

Of the 40 law professors interviewed, 10 had not practiced law before they taught and 10 had practiced law less than three years before they taught.

Student evaluation information was gathered from approximately 450 fourth through ninth quarter students, out of a total Law School student body of around 1,000. Students made predominately negative statements regarding 12 of the 41 professors mentioned. Two typical comments concerning one professor were: "Be prepared to learn everything on your own" and "She is very boring in class and her attendance is spotty." The major complaint about another professor was his grading with typical comments being: "heartless about grading," "don't count on a good grade," and "misleading grade system." One professor received this comment: "Definitely knows his stuff and goes over cases in fine detail but nothing is tied together." Another professor received this response: "He is extremely unorganized; very loose about his presentation. For someone with this attitude, he grades very unfairly."

Student data responses were also gathered from the 450 students on various questions with answers marked on a 1 - 5 scale. Students evaluated all of the professors who had taught them during the previous two quarters. The following lists cumulative responses:

- Is easy (1) (2) (3) (4) (5) difficult/cumulative: 3.2
- Is fair (1) (2) (3) (4) (5) unfair/cumulative: 2.5
- Is interesting (1) (2) (3) (4) (5) boring/cumulative; 2.7
- Is effective (you learned a lot) (1) (2) (3) (4) (5) ineffective (you mostly had to teach yourself)/cumulative: 2.5
- Has good rapport with students (1) (2) (3) (4) (5) poor rapport/cumulative: 2.5
- Updates course materials with recent developments (1) (2) (3) (4) (5) seldom updates/cumulative: 2.1
- Is accessible outside of class (1) (2) (3) (4) (5) not accessible/cumulative: 2.3
- The grade reflects your understanding of the subject matter very well (1) (2) (3) (4) (5) does not reflect well/ cumulative: 2.8

- Basic classroom technique is lecture (1) (2) (3) (4) (5) socratic/cumulative: 2.4

On October 29, 1979, the report of an academic review of the Department of Recreation was released by the outside review team. The report included the following:

> In a university that prides itself on excellence in science and engineering programs, the administration does not highly rate the program of the College of Physical Education, Health, and Recreation. The predictable outcome is that salaries of the faculty of this college are low in comparison to those in other colleges. And within the college itself, salaries and support of Recreation Department faculty are on the low side.
>
> The faculty members of the former Department of Intramural Athletics and Recreation had professional rank and tenure and were transferred as such to the new Recreation Department. Problem: Their new responsibilities included teaching courses in the recreation curriculum. Three of the five do not have adequate background to teach these courses.

Students were asked in various courses in the College of Businesss Administration which had foreign instructors to comment on their understanding of the instructor. The following comments were recorded:

(ECO 2023): "He's a good teacher, but his accent and lack of experience in the English language often hinder him from getting his point across."

"At first I didn't think that I would be able to understand him, but I got used to him. Most of us (in his class) learned to adapt; you have to. Those that still don't understand him don't believe that they can change anything."

(QMB 6865): "There is no problem with his accent. He speaks excellent English."

(ACC 2001): "His accent didn't really hinder his teaching; he's a good teacher. Most of the class got used to him, but some still can't adapt, and are having problems."

(ECO 2023): "Totally competent but IMPOSSIBLE TO UNDERSTAND."

A meeting was held with the Associate Dean of the College of Business Administration. The following questions and answers were part of that meeting:

Q: How many foreign teachers are hired as opposed to non-foreign teachers?

A: We don't have them classified as foreign or non-foreign, and it would be difficult to tell by looking at the roster.

Q: Is there a "quota" to fill as to the number of foreign teachers hired?

A: No. We are under no pressure to hire foreign teachers. We hire those whose qualifications pass the judgement of the committee.

Q: Has there been a big problem with the foreign teachers?

A: We have not had many complaints from students, but often they (the students) blame the difficulty level of the course on the teacher, when it is really the student who is having difficulty with the course.

The Associate Dean stated that there have not been a great number of student complaints regarding the foreign teachers. But there was one instance at the beginning of the 1980 Winter Quarter regarding a foreign teacher that resulted in a lot of student complaints. The following scenario occurred:

(1) Students complained that they could not comprehend this teacher (ECO 3411) due to his lack of experience with the English language.
(2) The Deans checked into this by sitting in on his class.
(3) It was agreed that the students' complaints were valid.
(4) The teacher was replaced after one week of classes.

Further questions and answers in the meeting with the Associate Dean:

Q: How does the hiring committee work?

A: The hiring committee varies per college, and is chosen by its needs. The committee changes often. For

example, when the need arises a Search & Screening Committee is chosen. This committee interviews candidates and makes recommendations to the Dean.

Q: Are students on the committee?

A: Only on student-related positions. For example, fund-raising. But not administrative positions or teachers.

A meeting was held with the Chairperson of the General Chemistry Department regarding reports that faculty were harassing students scoring right around the minimum score on the chemistry placement exam, in an effort to make the students drop chemistry. He said there was nothing he could do about it because "it is an unwritten rule that once you become a professor, you are beyond question."

The Scholarship Chairperson of a fraternity interviewed 25 members of his fraternity and reported that 20 felt that overall the faculty are "good, even though there are always a few that aren't. Two had no comment and three felt that professors could be better. They could be more interested in teaching than research."

Two UF faculty members committed suicide during the Winter Quarter of 1980.

Comments

(Student): "Have the instructors that are very good researchers and not as competent in the classroom do just research supervision. There are several professors in Engineering who are excellent researchers, but due to other reasons are not good teachers."

(Student): "Foreign instructors should be evaluated for their command of English and their effective use. If they are lacking, provide them with training to correct this problem or permit them to do research or supervise labs."

(Student): "He's the head of my department and his approval is necessary for just about anything I want to do. I went to speak to him about some courses and he asked me out to dinner. I laughed it off. Later, he called me on a Sunday evening. He said he wanted to ask me a personal question: Was I involved in a relationship or

married? I said, Yes, I was involved in a personal relationship. I said, "What about you?" He said, "Well, yes, I'm married." After the phone call that was it. But I still have to go to him and have him sign forms and direct interviews. He destroyed any personal relationship I could have with him."

(Student): "I was really distraught when it happened. I went to a professor's office for extra credit help. He asked me to come in. He said, "Well, you can go out to dinner with me." I said, "Well, I can't do that." He said, "Well, I can't think of any other extra credit. I'm divorced, not married. Are you sure you don't want to go out to a movie or something?" I never did anything and he gave me a B. My roommate had the same average and got a D."

(Student): "I went up to a professor's office to speak to him about a paper I had written. He maneuvered around, "I can't let you do the paper over again but I would like to take you out." He started telling me about his waterbed, "You oughta come over and try it out some time..." If I get a lower grade than I think I deserve then I'll file a formal petition."

(Student): The teachers in the Children's Literature course had a very pompous, superior attitude. They belittled students who didn't agree with them on discussion topics. I honestly feel like they were out to give everyone a C or worse. It was a class of 130 and they felt like 120 at least should have a C. I made a 94 on the first exam and they said they had obviously made the exam too easy so they curved it down so I got a B.

They gave a pop quiz. About 30 people were absent. They said students could only make it up with a Doctor's excuse but they didn't allow one girl to take it when she brought in a Doctor's excuse. I feel it's ridiculous to give pop quizzes in college.

The main thing that irritated me was their pompousness. They had spoken at Harvard and knew the authors of the course books. This was the main thing that they tried to get across - that they were so knowledgeable and we knew nothing.

Several times they came in 10, 15, 20 minutes late. We would be discussing different things they didn't want to go into detail on and they would tell us they didn't want to waste any more time on this. We met for two hours at a time."

(Faculty): "Publications per se don't prepare anybody for anything. Publications and field experience have nothing to do with teaching."

(Faculty): "You can't do field experience without publications."

(Faculty): "Faculty hiring practices should be looked into."

(Faculty): "More emphasis needs to be put on teaching."

(Faculty): "It is the kiss of death to get a teaching award because teaching award recipients get fired."

(Student): "The framework doesn't allow professors to pay attention to students. The relationship is no good because the faculty are isolated, even from each other."

(Student): "In the professional, doctoral type fields in Engineering, the pay is very low. It's a high supply, low demand type field. You've got very well trained men - some of the smartest in the world. But they look at their students walk out and make more than starting professors. If the same men find a job out in industry doing what they want to do, they'll make twice as much as their faculty salary."

Questions

To what extent have the concerns in the report of the Subcommittee of the President's Council of Advisors been addressed?

How extensive is sexual harassment of students by faculty and why does this occur?

What has been done with the report of the academic review of the Department of Recreation.

To what extent do students have difficulties understanding foreign instructors at UF?

To what extent are faculty harassing students with low scores on the chemistry placement exam?

Is there a competent method for hiring new faculty?

Is there a competent method for tenure and promotion?

Should faculty salary levels be increased?

What kind of qualifications should a potential faculty members have to be hired?

Why did two UF faculty members commit suicide during the Winter Quarter of 1980?

SECTION 3

STUDENTS

Faculty Poll

How would you rate the majority of students you have had at UF in the following areas:

Interest Level:	
Unsatisfactory:	1%
Poor:	3%
Average:	27%
Good:	43%
Excellent:	19%
Preparedness Level:	
Unsatisfactory:	0%
Poor:	12%
Average:	38%
Good:	35%
Excellent:	6%
Intellectual Level:	
Unsatisfactory:	0%
Poor:	4%
Average:	33%
Good:	44%
Excellent:	10%

Academic Level:

Unsatisfactory:	1%
Poor:	4%
Average:	39%
Good:	38%
Excellent:	6%

Personal Development Level:

Unsatisfactory:	1%
Poor:	4%
Average:	33%
Good:	40%
Excellent:	8%

Observational Data

The Subcommittee of the President's Council of Advisors, comprised of Black citizens, wrote in its recent report:

> "It is the opinion of many Blacks, as expressed to the Subcommittee, that the University shows either a lack of commitment and/or awareness of the crucial matter of recruiting Black students of promise...
>
> The recruitment of minorities, Affirmative Action, and the Division of Student Support Services Program (DSSSP) are not coordinated well enough to realize the maximum potential in recruitment efforts. Apparently, not one of the above-listed offices is adequately staffed to fulfill the University of Florida's commitment to Equalization of Educational Opportunities...
>
> The College of Agriculture, including the Institute of Food and Agricultural Sciences (IFAS) has a dismal record of recruitment of Blacks, students and faculty."

The following standardized admissions tests are used at UF:

Scholastic Aptitude Test (SAT)
American College Testing Program (ACT)
School & College Ability Test (SCAT)
Graduate Record Exam (GRE)
Law School Admissions Test (LSAT)
Medical College Admissions Test (MCAT)
Dental Aptitude Test (DAT)

A meeting was held with the University Registrar. When asked the attrition rate of the university as a whole, the Registrar stated that we are comparable to the national average. He said that about 45 to 50 percent of the incoming freshmen each year stay and finish their degree work in four years. As for the rest of the students, there are a multitude of things that they do instead of going the "normal" route, the Registrar explained. He said that it is impossible to determine one major cause of attrition because many of the students return to the university after taking a quarter, or even an entire year off to work, earn credit at another institution, or other activities. The Registrar did say, though, that the main reason a student initially leaves this university, whether to return or not, is because of financial reasons.

Three UF students committed suicide during the Winter Quarter of 1980.

Comments

(Faculty): "The students are so intensely aggressive about their grades to the point where they don't care about the course content. This has resulted from a shortage of jobs, insecurity about the system, and an end of political and social challenge.

This is a sad mistake because undergraduate education is the only chance people have to learn liberal arts types of course offerings. Most will pass into the work-a-day life and never be stimulated. If they don't build their thinking habits here, they won't later.

It used to be that a student would get up and say, "What you're saying is crap." It used to be a shock but now the students are mainly trying to find the best way to get a good grade.

But today, students in general don't have any critical abilities. So instead of being educated, they are the products of the last book they read. The only way to develop the skills of being able to critically analyze is to have an environment here which encourages questioning."

(Student): "There are a shortage of night courses, especially for someone who is completing his degree, and you have to take whatever is available.

None of the foreign language courses are offered at night. That has presented the main problem to me because the College of Liberal Arts & Sciences requires this to graduate and I have to work during the day. The only alternative is to take a proficiency exam but I am not proficient in a language because I haven't taken a course - so, it's a vicious circle. It looks like I won't be graduating.

The other main problem in this area is that university administrative policies like drop/add all rotate around the daytime student. If you work, it's a real inconvenience."

(Faculty): "The best students at UF can compete with the best anywhere. The average student is below the national average."

(Faculty): "Students don't prepare as well here as I've seen at other places. They mean well - but their weekends are too long."

(Faculty): "The educational system has short-changed students prior to them coming to the university."

(Student): "I believe one of the main problems with the College of Education is its entrance requirements. At least let us make sure anyone who is accepted in the college can read and write at a high school or past high school level."

Questions

Does a public university have a responsibility to educate all those who apply?

To what extent are the standardized admissions tests being used at UF competent?

Why is there a 50 - 55% attrition rate at UF?

To what extent have the concerns in the report of the

Subcommittee of the President's Council of Advisors been addressed?

Why were there three student suicides during the 1980 Winter Quarter?

To what extent are students prepared to enter UF when they they first arrive?

What kind of communication is there between UF and Florida's high schools and community colleges?

Is there equal opportunity and equal access to UF?

SECTION 4
TEACHING METHODS

Student Poll

How many of your courses are mainly lecture:

None:	7%
Few:	11%
About half:	13%
Most:	35%
All:	31%

How would you rate the learning effectiveness of the lecture type of teaching method?

Unsatisfactory:	7%
Poor:	25%
Average:	27%
Good:	25%
Excellent:	11%

To what extent do grades provide you with helpful feedback?

None:	5%
Some:	25%
Average:	11%
Much:	33%
Very Much:	17%

To what extent are exams a helpful teaching tool for you?

None:	9%
Some:	13%
Average:	21%
Much:	37%
Very much:	13%

Faculty Poll

In how many of the courses that you teach do you use lecture as the predominant teaching method?

None:	11%
Few:	15%
About half:	22%
Most:	14%
All:	27%

How would you rate the learning effectiveness of the lecture type of teaching method?

Unsatisfactory:	3%
Poor:	12%
Average:	27%
Good:	30%
Excellent:	11%

To what extent do grades provide helpful feedback to the student?

None:	3%
Some:	21%
Average:	15%
Much:	38%
Very much:	13%

To what extent are exams a helpful teaching tool?

None:	2%
Some:	19%
Average:	17%
Much:	34%
Very much:	18%

Observations

A meeting was held with the Dean of the College of Liberal Arts & Sciences on Febraury 25, 1980. The following quesions and answers were part of that meeting:

Q: What is your definition of good teaching?

A: There are three qualities that every good instructor should have. He should 1) know his subject; 2) love his subject; and 3) love his students.

Q: Why aren't teaching method courses required of professors at the college level?

A: I do not feel that education courses help a teacher communicate with students. I do feel, however, that there ought to be more internship and classroom experience required in the Ph.D programs.

Surveys were prepared and distributed to each of the department chairpersons in the College of Education. Efforts were made to also interview these men. The Chairpersons of Instructional Leadership and Support and General Teacher Education would not be interviewed. Of the eight surveys distributed, seven were returned. Of the seven, one chairperson could not provide the necessary information. Interviews were also conducted with the Dean of the College and the head of the Education Library.

From this data as well as other sources, the following charts have been prepared.

Type of Teaching Method

Department	Lecture	Practicum	Res.	Sem.	Intern.
Administration & Supervision	0	4	5	26	0
Counselor Education Education	20	3/5[1]	2	5	4
Foundations of Education[2]	9	1	4	16	0
General Education	9	4	2	14	5
Instructional Leadership and Support	57	5	5	6	7
Secondary Education[3]	55	9	6	7	3
Special Education	25	5	2	0	4
TOTALS (339)	175	36	26	74	23
percentage	51%	11%	8%	21%	7%

other = 1%

[1] eight total classes are offered, three for undergraduates and five for graduates.

[2] the Foundations department has a unique class with a lecture/discussion format.

[3] these classes were taken directly from the course catalogue and classified by the SG Department of Education.

Percentages of Classes Requiring Papers, Independent Reading, and Finals

Department	Papers	Final	Reading
Administration & Support	100%	100%	100%
Counselor Education	var.	most	most
Foundations	20%	20%	25%
General Teacher Education	100%	most	100%
Instructional Leadership and Support	unknown	unknown	unknown
Secondary Education	100%	var.	100%
Special Education	95%	75%	95%

During Fall Quarter 1979, a senior in the College of Education conducted a study of the Childhood Education Program (CEP) in that college. Entitled, Study of Attitudes of CEP: Team II, it was largely based on the results of questionnaires from students in Team 2. Because one seminar did not cooperate with this study, only 108 (of 133) students were surveyed. Of the 108, 75 questionnaires were completed and returened. The following are excerpts from that study;

> Faculty turnover has caused a lot of confusion within the substantive areas. Many students believe they lose sight of an area's goals when a leader is not around to see them through the syllabus. Over 90% believe that CEP should insure that an area's requirements remain constant from the time an area is begun until its completion...Many students plan activities over a period of time and thus feel cheated when they have to either change syllabi or finish without their original leader for help.
>
> Upon completion of a substantive area in CEP, a final evaluation is written on the student. We have spent 45 credit hours and numerous session hours, all pass/fail, and the evaluation is supposed to be a reflection of all our work and, in a sense, our "grade." Unfortunately, only one-fourth

of the students (beyond their first quarter) believe the evaluations are accurate...There are many variables which have the potential to seriously affect an evaluation, and thus possibly penalize the student. Many students complete an area under a different leader than they begin with. Although "notes" are passed on from one leader to another, the second person cannot always evaluate a student's work, much of which (s)he hasn't seen, as objectively as needed for a final evaluation. Although the reasons for faculty turnover are numerous, something is needed to remedy this situation.

Another cause for student displeasure with their final evaluations is the possibility of a personality conflict with an area leader. One student wrote in on her questionnaire that, "If a personality conflict occurs, this is reflected in the final evaluation -- nothing else!" Many of the informal interviews I had brought up the point of "playing the right games" with area leaders who have "favorites." The idea is that "your activities are more easily accepted if you've been nice to him/her."

The Scholarship Chairperson of a fraternity interviewed 25 members of his fraternity and reported that 16 felt the teaching methods are effective, five had no comment, and four felt they were poor. He added, "The professors in many cases do not prepare well enough. They read out of the book. Many methods, they felt, are too impersonal such as video taped lectures."

The following five courses in the College of Business Administration are taught once by a professor, taped, and then shown in place of the professor in successive classes:

FIN 3403: Business Finance
Taped 3rd
Reshown 4th, 7th, 8th, E

MAN 3010: Principles of Management
Taped 4th M-Th
Reshown 1st T-F
9-10 T,Th
5-6 M,W

QMB 3700: Quantitative Methods for Business & Economic Analysis
Taped 5-6 M,W
Reshown M-Th 8th

ECO 2013: Basic Economics
Taped 2nd M-Th
Reshown M-Th 3rd (in two rooms)
M-Th 4th, 7th, 9th
T-Th 5-6

ECO 3411: Economic and Business Statistics
Taped 7th M-Th
Reshown M-Th 8th
T-F 2nd, 5th

In preparing the poll questions for the preliminary investigation, the SG Department of Education asked a professor in the College of Journalism & Communications to review the questions for their objectiveness. On the returned draft of the Student Poll, he had written "this is irrelevant" to the question, "How many of your courses are mainly lecture?" To the question, "How would you rate the learning effectiveness of the lecture type of method?", he wrote, "inappropriate and irrelevant." To the questions, "To what extent do grades provide you with helpful feedback?" and "To what extent are exams a helpful teaching tool for you?," he wrote "very poorly conceived."

Comments

(Faculty): "There is a combat theory of exams where they are something to get bleeding ulcers over rather than to learn from."

(Faculty): "There is no actual reward system built in for good teaching (it does not really count for tenure; in fact, it is a detriment)."

(Student): "In Law School, grades are very arbitrary."

(Student): "Exams are irrelevant."

(Faculty): "The lecture stinks as a teaching method, but large classes are cheaper."

(Faculty): "Because of the system, grades are the primary motivator of students."

(Faculty): "Grades tell how the students stack up but not how much has been learned."

(Faculty): "You don't teach people how to deal with patients by lecturing to them."

(Faculty): "Exams are just memorization and regurgitation. Nobody thinks or learns anything."

(Faculty): "In math, I don't think the discussion format is very useful."

(Faculty): "I learn more from direct discussion myself."

(Faculty): "They know damn right well if he's talking from a textbook or if he knows what he's talking about from his experience in the field."

(Faculty): "Exams force students to study."

(Student): "In a particular video-replay management class that I have, the students are so irritated at the incompetence of the professor that they are literally throwing things at the TV set before the end of the class. The professor's style is obviously an attempt at teaching until the hour runs out as opposed to teaching 'till the material exhausts itself."

Questions

What is the learning effectiveness of the lecture type of teaching method?

To what extent is learning theory known among the faculty?

To what extent are colleges, departments and faculty members trained in effective teaching and learning methods? Are in-service programs provided to supplement formal courses? Is this considered an important/critical area?

To what extent are exams and grades helpful teaching tools?

To what extent are exams and grades used in an arbitrary manner by faculty?

To what extend do courses use direct observation and experience as part of the learning experience?

SECTION 5
CURRICULUM

Student Poll

How complete is the curriculum in your major?

Unsatisfactory:	0%
Poor:	7%
Average:	11%
Good:	41%
Excellent:	7%

How complete is the curriculum in your college?

Unsatisfactory:	0%
Poor:	5%
Average:	15%
Good:	47%
Excellent:	27%

Faculty Poll

How complete is the curriculum in your department?

Unsatisfactory:	2%
Poor:	2%
Average:	15%
Good:	40%
Excellent:	28%

How complete is the curriculum in your college?

Unsatisfactory:	1%
Poor:	2%
Average:	17%
Good:	39%
Excellent:	30%

Observations

An Associate Dean in the College of Liberal Arts & Sciences:

> We used to have regular budgeted departments for basic studies with the faculty ranging from 18 to 40 in the various departments. It was the belief of Dean Sidman, that if the College of Liberal Arts & Sciences is to become famous, it will become so because of the disciplines and not general education. So, when University College and the College of Arts and Sciences merged in 1978, Dean Sidman abolished the general education departments. The faculty and money resources were then transfered to the disciplines and general education was to be pursued through the disciplines. But now, to get faculty for most of the general education programs, we have to beg from the discipline departments. It's like pulling teeth. The worst cooperation comes from Anthropology and Sociology. When I asked Dean Faricey (College of Business Administration) if they could give us support for a general education program in economics, he responded that it was hard enough to get faculty to teach courses in the College of Business Administration because they are so research-oriented.
>
> The resources are being taken away from the interdisciplinary courses. I envision in another year that American Institutions will be one big course in Carleton Auditorium taught by me. The funds that came from University College have not been used for general education but for the upper division. Sidman wants to bolster the upper division because he thinks that is where the recognition lies. He's probably right because there aren't many rewards for teaching.

A proposal to develop a Humanities course called "The Development of World Civilization" was voted down by the College of Liberal Arts & Sciences General Education Advisory Committee.

The College of Liberal Arts & Sciences General Education Review Committee was set up to develop a new general education program for UF. There is a current philosophical debate between some members of the committee, Dean Sidman, the College Curriculum Committee, and the General Council on Education on one hand and some members of the General Education Committee and most department chairmen in the College of Liberal Arts & Sciences on the other with the former arguing for a restricted general education program and the latter saying they will not accept anything that is not a broad requirement. The Chairperson of the LAS General Education Review Committee has commented, "The political ramifications of this are horrendous."

The Subcommittee of the President's Council of Advisors, comprised of concerned Black citizens, wrote in its recent report:

> Special classes in which disadvantaged students are clustered and given minimal supervision are of questionable value. Several such students expressed to the Subcommittee what they perceive as the raising of false hopes, primarily due to the lack of meaningful and adequate counselling and tutorial services...
>
> The feeling is strong and prevailing that Black athletes are exploited; that lost is the realization that the Black athlete's primary purpose in enrolling in school is to get an education; or should be directed toward that goal, athletics being secondary.

The Scholarship Chairperson of a fraternity interviewed 25 members of his fraternity and reported that 15 felt the curriculum was fine. Of the 10 with complaints their most common comments were that the core courses should be re-evaluated to fit the major. They felt many courses aren't valuable and said the effect is a diluted curriculum, with too little of too much.

The News Director for Channel 12 in Jacksonville and member of UF's Class of '64: "We have 8 interns here per quarter and I've seen close to 200 interns. University of Georgia students have consistently outworked University of Florida students. Georgia students are better equipped as an intern and have the edge academically. We've had students from Florida who were ok philosophically and academically but lacking in meeting a mayor head-on or meeting a

deadline." He also mentioned that members of the College of Journalism and Communications spoke to him recently about possible curriculum changes. "For the first time I have seen a curriculum group go to the employers. That's the thing that impressed me. So often before academicians will sit down with other academicians and theorize and philosophize and think about what the business needs as opposed to what are the needs of the business."

A meeting was held with the head of the Pre-professional Program. He submitted the following average scores of UF students on the Medical College Admissions Test (MCAT) over the past 3 years:

	Biology	Chemistry	Problem Solving	Physics	Reading Skills	Quantitative Skills
April '77	8	9	9	9	8	9
Oct. '77	8	9	9	9	8	9
April '78	8	9	9	9	8	9
Oct. '78	8	8	8	8	8	8
April '79	8	9	9	9	9	8
Oct. '79	8	9	9	9	8	8

The scores on the MCAT are from 1-15, so a one point difference is significant. According to the head of the Pre-professional Program, the reason for the low Biology scores is that the CORE Biology sequence does not adequately cover material that appears on the MCAT. Much of the Biology that appears on the MCAT is not taught at all in the Biology sequence, he said. He attributed the low reading skills scores to reading skills not being stressed in the South.

A student cannot take more than 15 hours outside the College of Liberal Arts & Sciences. The Chairperson of the Petitions Committee of that college said this is the most "liberal allowance" in the state.

Comments

(Student): "I was fortunate enough to have an excellent methods professor and directing teacher at P.K. Younge. But some of my peers have been totally unprepared to face internships because of a poor methods class. Dealing with discipline in the classroom should be one of the focuses in education classes, whether methods or one of the other professional education classes.

I wish that throughout my experience I had the chance to go out in the public schools and interact in the classroom situation. I

don't think I was as prepared emotionally to face my internship at P.K. Yonge. I felt I was so close in age to the high school people that I wasn't sure how they would react to me. I found out later that the students at P.K. were very much accustomed to having interns."

(Student): "There is an urgent need for a comprehensive evaluation of a series of classes required by the Psychology Department for all graduate students. These classes are called Professional Seminars. The poor quality of the classes is notoriously recognized by many of the faculty as well as by all of the Psychology graduate students. In fact, I have never encountered a single student that is not extremely disappointed with them. Despite their misleading name, the professional seminars are partially used as a front to propagate political, social, and philosophical biases totally unrelated to the profession. Two of the classes are very demeaning to minority groups, particularly black students. They require the students to read material claiming that black people are inherently intellectually inferior to white people, with the implication that programs of eugenics may be necessary. Personally, I believe, along with many other students and faculty members, that these classes are damaging not only to the integrity of the students, but also to the prestige of the U of F."

(Student): "In my major within the College of Journalism and Communications, I have had the practical experience of working at the Alligator along with classroom studies. I think work-study programs should become an integral part of a university student's curriculum for their benefit."

(Student): "The curriculum at UF is as good as it can be. There's no way to learn these things in class. Still, there is not enough emphasis on practical experience. There should be more writing classes, and only professors that have been journalists should be hired. Finally, the required classes in applied journalism limits the student by requiring that they must work on the campus page of the Gainesville Sun, when they could possibly find work at a better paper."

(Student): "I don't know why I'm taking French. I hate it. But I have to have those 15 hours."

(Faculty): "We need to have a more integrated education. For

example, more community involvement programs."

Questions

What is the best kind of general education to have at UF?

To what extent have the concerns in the report of the Subcommittee of the President's Council of Advisors been addressed?

Is the curriculum in each of UF's colleges complete?

Is the curriculum in each of UF's departments complete?

To what extent is experiential learning part of the UF curriculum?

Should there be mandatory curriculum restrictions?

SECTION 6
ACADEMIC ADVISEMENT

Student Poll

How much help have you received from academic advisors in planning your academic program at UF?

None:	29%
Not much:	27%
Some:	25%
Much:	9%
Most:	5%

How would you rate the help you have received from your academic advisors?

Unsatisfactory:	13%
Poor:	19%
Average:	13%
Good:	25%
Excellent:	5%
No Comment:	25%

Observations

In a meeting with the Associate Dean for Academic Advising in the College of Liberal Arts & Sciences, he made the following points:

- In Liberal Arts & Sciences, there are approximately 25 - 30 college advisors. They are all trained "on-the-job" at Freshman summer orientation classes.
- It is important to note that advisors are volunteers because, "The reward for a professor is basically in three areas - first and foremost in research; secondly, in teaching; and lastly, in services."

- Changes in classes and requirements occur because, "We keep re-inventing the university to determine what education is."

There are no special qualifications for academic advisors in the College of Liberal Arts and Sciences. Most are teachers who need extra work in the summer. They are trained by observing other advisors on the job. The Associate Dean for Academic Advising in the College does all the hiring.

A student was told that she had to take the language placement test although she had twelve semester hours of the language from a community college. She failed the test. She was later told if she had later taken a different language she would have gotten credit for it and graduated on time, instead of losing hours.

A student as a first quarter freshman was told to take three thousand level courses without being told what the three thousand meant.

The report from the 1977 Task Force on Academic Advising stated that a good academic advisement system must include the following functions:

1. The provision of accurate, complete and up-to-date information on academic programs and requirements, including the rationale for such programs and requirements, so that students can make informed decisions regarding their educational progress.
2. The display of all educational offerings in the University so that students can make early and confident decisions about their chosen major fields of study.
3. The aiding of students in seeing the relationships between academic programs on the one hand, and careers, personal development, and philosophical perspectives on the other.
4. The encouragement of students whose goals seem inappropriate in terms of interests, abilities or other factors to reexamine goals, investigate other fields, and perhaps change programs.
5. The assistance of students who are not progressing successfully to remain eligible for continued enrollment by exploring alternative coursework, and by learning better

study habits.

6. The helping of students to identify and use services of professional counselling and support agencies on campus when such services would be beneficial.

7. The provision to the faculty and administration of visible and continuous means for understanding the moods, attitudes and interests of the student body so that this information can be utilized in curriculum and policy planning.

A 381 page report of the 1972-73 study of the counselling and advising system at UF, led by Dr. Lester L. Hale, contained the following:

> Engaging this year in the study of the counselling and advising resources at the University of Florida has been one of the most satisfying yet frustrating experiences in my entire association with the University of Florida. It has been satisfying because so many faculty members, students, and administrators have cooperated fully and allowed themselves to become so involved that I have been confident something good would of necessity come out of such a concerted effort. It has been frustrating, however, because nearly all of those who have contributed immensely to the study have expressed the pessimistic view that the problem almost defies solution and, indeed, if solutions are found they would not be implemented.
>
> When one reviews the history of committee reports made in the last ten years all in the interest in improving counselling and advising services at the University of Florida, it is easy to understand why "old timers" involved in the current study have been skeptical. What value can come, they have opined from plowing the same tired field, letting it lie fallow, and then not planting it? No major recommendation, and only a few minor ones, stemming from previous reports have been implemented. Everyone has expressed the hope that the 1972-73 Counselling Study would plant some ideas and plans that could bear fruit.

The study report, the culmination of 28 members of the Counselling Advisory Committee and of twenty study teams ended its preface with the following:

> ...it is my belief that more was expected of the Study than simply a cerebral stir and, further, that

enough value will be found in the substance of this report to warrant significant administrative response. I sincerely believe that the University of Florida could be "turned around" by the development of a truly comprehensive plan for advising and counselling of students.

Everyone talks about personalizing the University but seldom is any traditional and established school able or willing to do what needs to be done to bring this about. The principle is simple: personalization happens when more teachers take a greater interest in more students and devote time to developing effective student-faculty-administrative-secretarial relationships.

While much is said about career education, counselling, and advising in developing an integrated system for the University, the real message of this report is the personalization of the institution. Recommendations contained herein are for a systematic way of bringing this about. Often the total number of students enrolled at a university is referred to as the "head count" as opposed to the full-time equivalent or FTE students. Also jokingly, students are occasionally called "warm bodies" as distinguished from scholars. It seems to me that it would behoove all of us to admit the fact that scholarship really can exist only in "warm bodies;" and we must, therefore, treat students with warm, concerned and helpful relationships. The University does care about its students, but the "caring configuration" is hard to define and sometimes too hard even to find.

The data and recommendations of this Study all point toward providing students with more personalized assistance in determining their career objectives and with more effective ways to achieve these objectives through educational programs, associations, and degrees appropriately designed for them.

I fervently hope the recommendations of this Study constitute reasonable solutions that can be implemented.

One member of the Counselling Advisory Committee said recently: "I had heard that the Administration needed something for Hale to do his last year here and they hadn't planned on doing anything in terms of implementing the report. Since then, I do not know if the report has been implemented or not."

In the College of Liberal Arts & Sciences Advisement Center, a student attempted to talk to the Associate Dean for Academic Advising. One of the secretaries ran towards the student and grabbed him, saying he could not see the Dean. The student insisted and so the secretary went into the Dean's office to ask him. She came back out almost immediately and told the student he could not see the Dean.

The Scholarship Chairperson of a fraternity interviewed 25 members in his fraternity and reported that four felt the academic advising system is fine. However, 21 had strong feelings that the system and many of the advisors themselves are inadequate. Some of the 21 had received advice which hurt them.

Comments

(Student): "The College of Education as I'm sure all colleges, has its red tape problem. Please let us have advisors who will be available to counsel students. My advisor was eventually fired for reasons I don't know, but I do know she rarely showed up to help me with my schedule even when I called to make an appointment. It's a miracle I got my degree!"

(Faculty): "The advising system needs to be revamped."

(Faculty): "I'm an undergraduate advisor. The mediocre student or the student who doesn't seek out - which is about half the student body - doesn't get any academic advising. A student from Ocala High may get here and take courses that his dorm mate said to. After three quarters, he'll come in and say, 'I have nine hours of underwater basketweaving. What will I do with this?' And the answer, of course, is "nothing". And when asked the question, 'What are my possibilities with a political science degree when I graduate in June?,' it's too late. The B or C student doesn't have any idea of what they will do when they graduate other than go to work for Sears. The responsibility for this problem in academic advising and counselling rests with students, faculty, and administrators. And this is an important concern, because academic counselling is basic to quality education."

Questions

To what extent are academic advisors trained? If they are not trained, how should they be?

To what extent are academic advisors competent?

Were the recommendations of the 1972-73 study of the counseling and advising system at UF implemented?

Were the recommendations of the report from the 1977 Task Force on Academic Advising implemented?

Are there enough academic advisors?

SECTION 7
POLICY-MAKING

Observations

An Associate Dean speaking at a metting: "Quite frankly, the reason the Drop/Add Subcommittee was established was because President Marston looked out of his window one day, saw the long lines of students, and felt something had to be done."

In a meeting of the President and his staff on March 4, 1980, the President told his staff he wanted to have a discussion on UF's Quality Improvement Funding request. The President, however, was for the most part the only speaker with staff members participating with nods of agreement or "yes sir."

The University Faculty Evaluation Committee worked for two years on a suggested model for student evaluations of faculty. When asked at the February 4, 1980 meeting of the Committee if this model had been sent to each of the Colleges, the Committee Chairperson responded that this had not been thought of and that the model was available to the Colleges upon their request.

Several administrators mentioned in various meetings during the 1980 Winter Quarter that students could pre-register without signing up for any courses, thereby helping to alleviate the congested course problem. However, most of the members of the College of Liberal Arts & Sciences Student Council were not aware of this when asked and when the SG Education Coordinator tried to do this he was told he had to sign up for at least one course.

At the March 6, 1980 meeting of the University Curriculum Committee, the Chairperson of the Standing Committee on Alternative Ways of Earning Credit presented a recommendation from that committee regarding the transfer of credit for experiential learning from community colleges to UF. There was no advance material to read except a brief letter from the Chairperson which contained the recommendations but not the thoughts of the Standing Committee; which contained

only the purpose of the Council for the Advancement of Experiential Learning (CAEL) (CAEL established the guidelines for the community colleges concerning experiential learning) and not any substantive material about or from them; and which contained the statement that several community colleges in the state are granting credit for experiential learning; but which contained no more information. The Committee voted on the recommendation at its March 6 meeting.

The standard way a curriculum proposal is considered and dealt with can be seen from a February 26, 1980 memorandum:

> The following courses have been proposed for the 80-81 curriculum. They will be approved if no objections are raised by March 14, 1980.

COURSE NO	DEPARTMENT	TITLE (1st TERM TO BE OFFERED)	CREDITS
ESI 4161C	Indust. & Syst. Eng.	Industrial Applications of Microprocessors (Summer 80)	3
MUN 1640L	Music	Musical Theatre Ensemble (Summer 80)	1

We found that polls were generally not conducted to determine student opinion on academic matters. And we came across the following committees not having student members: the College of Liberal Arts & Sciences Faculty Evaluations Committee, the College of Liberal Arts & Sciences General Education Review Committee The General Education Review Committee had been redesigning general education for a half year before we found out about it and when asked why there were not students on it, the Chairperson replied, "We never thought about it." When the SG Department of Education requested five student seats be created on the LAS Faculty Evaluations Committee, the Chairperson replied, "I don't think it would be productive to have 5 students on the Committee. The student view can be represented by one as opposed to 5."

The following is a case story describing the policy-making process of one proposal.

The Joint Task Force on Curriculum was appointed by Vice President for Academic Affairs on August 1, 1977 to prepare for the merger of the College of Arts and Sciences and the University College. The Vice President asked the task force "to reorganize completely undergraduate education in the liberal arts and sciences at the University of Florida. What is needed is not a mere cosmetic change,

or gerrymandered change, or proposals for future change. What has been mandated is a top-to-bottom review and restructuring of curriculum." There were no students on the Joint Task Force.

The recommendation of the Task Force went to the Academic Advising Committee. The Academic Advising Committee's proposal went to the College Curriculum Committee. There were a few students on both committees. However, the student body as a whole was not aware of what was going on.

The SG Department of Education found out about the process just before the scheduled final vote of the College Curriculum Committee. In a conversation on October 14, 1979, the Committee Chairperson said he had taken comments from the faculty and formulated them into a proposal that would be voted on on the 16th. He said there were three student members on the committee but only one had shown up for any of the meetings during Fall Quarter. The Chairperson added that the Committee informed the College of Liberal Arts & Sciences Student Council but they had not followed up. The one student member that had shown up for meetings had missed the last one. In a meeting on October 15, with the Committee Chairperson, he stated there had been no other student input because "the meeting room was not big enough for anyone else." He also said it had been a closed meeting process and "people other than committee members cannot speak." The SG Deaprtment of Education requested from the Chairperson that the final vote be delayed until there was substantial student input. The Chairperson refused saying they had to get the change in in time for the printing of the University Catalog.

At the Curriculum Committee meeting on October 16, the SG Deapartment of Education requested the proposal be tabled until there could be substantial student input. One faculty member responded, "It is our responsibility to decide and I would not be willing to give this up." However, the Committee agreed to delay the final vote until they heard from CLASSC at its October 18 meeting.

During the October 16 meeting of the Curriculum Committee, various faculty members made the following comments about the proposal: "There is no answer to what produces a liberally educated person. This proposal is all arbitrary." "You're only talking numbers." "I don't see any magic in numbers but 18 would be fine." "We just don't know what we're talking about," said the Chairperson. "We ought to see what the impact of the requirements has been over the last several years on graduating seniors." "This is one we can't dump on the students without looking at it." And one faculty member said the departments hadn't consulted with their faculty about the proposals.

The October 18 meeting of CLASSC was opened by the President saying, "We have a very unusual topic of discussion today." The College Curriculum Committee Chairperson went first and explained the proposal. An SG Department of Education recommendation followed

asking CLASSC to request a delay until substantial student input was gained. The recommendation also noted that it was not fair that CLASSC only had one meeting to hear the proposal for the first time, discuss it, and vote on it. Some of the subsequent debate centered on the proposal itself with comments ranging from "students don't know what's good for them" to "When you're required to take so many classes, this is not liberal at all - the most liberal education is where there are no requirements at all and students are able to choose themselves." And some of the subsequent debate centered on the student input with comments ranging from "There have been two students from the beginning so there has been student input" to "I don't think the majority of students want this." One hour after the meeting began, the CLASSC President ended the debate staring, "We have regular Council business to get to." A motion was made to support the Curriculum Committee's proposal and was passed 15-7-2.

On October 19, the SG Department of Education again asked the Curriculum Committee to delay until there was substantial student input. The request was denied.

On October 31, the SG Department of Education asked the College of Liberal Arts & Sciences College Assembly to delay their vote until there was substantial student input. Subsequent discussion evaded this request and the area of concern and centered on the proposal itself. Comments included: "There has been very little faculty and student input." "Ninety percent of the students are going to be hurt because of the math requirement." "If students are deficient in algebra and trigonometry, is that our problem?" "This enormously increases the load and we don't know the impact on resources." "Community colleges offer the same format of education that universities do. If you up the education requirements, how is this going to affect community colleges?" "We regulate students too much already." "I never would have gotten my Bachelor's if I had to meet these requirements. There are too many regulations. But I'll vote for it anyway." After one hour of discussion the Assembly passed the proposal 43-34.

The SG Department of Education attempted to identify the next policy-making level. Four LAS Dean's offices were called as well as the Office of Academic Affairs and no one knew.

Finally, the Department learned that the final step was with the University Curriculum Committee.

On March 12 and 13, 1980 the SG Department of Education conducted a poll of LAS students asking whether or not they supported the proposal and whether or not they felt additional student input was needed. Sixty-two percent (+- error of 8%) were against the proposal and 96% (+- error margin of 3%) wanted additional student input.

On March 14, the University Curriculum Committee met. Two student seats were vacant because the Administration had not acted on the nominations sent to it by Student Government. The SG Department of Education presented the results of the poll to the University Curriculum Committee and requested the Committee not pass the proposal because of the poll. The Department also requested the Committee to recommend additional student input into the College of Liberal Arts & Sciences policies regarding distribution requirements, based on the almost unanimous concensus of the students.

The new CLASSC President said there had been significant student input. The LAS Curriculum Committee Chairperson said the process had been an open one and he had had concerns about the student representatives not showing up. With a faculty committee member stating, "It is a question of whether or not faculty are to determine policy," and without any discussion on the proposal itself, the Committee voted 11-1 to adopt the proposal.

The LAS Curriculum Committee Chairperson then asked why the proposal had to come before the University Curriculum Committee since it was an internal College matter. The University Curriculum Committee Chairperson replied that all major curriculum matters come before the Committee.

After 2½ years of work, "thousands of man hours," 1 task force, 1 student council, 1 general assembly, and 3 committees, and consistent refusals of substantial student input, the "education for the 80's" - as it has been called - consists of replacing 11 hours of electives with 11 additional general distribution requirements and not allowing the English composition course to be fulfilled by CLEP credit.

A meeting was held with the UF President on March 21, 1980. The following questions and answers were part of that meeting:

Q: Do you think the Administration should have a background in education?

A: I think that would be an absurdity.

Q: What about the four administrators most concerned with academic policy - the President, the Executive Vice President, the Vice President for Academic Affairs, and the Associate Vice President for Academic Affairs?

A: I think most serious people would laugh that idea out of existence...the proof of the pudding is in the eating. The University of Washington in Seattle is one of the top federal grant-getters and the president is a historian.

Comments

(Faculty): "Graduate students are being used as slave labor. It is incredible that teaching assistants must pay tuition. Graduate students have an important stake in departmental affairs, yet in almost every department are given no say."

Questions

To what extent is there student input into academic policy-making and if this is lacking, why?

To what extent is there faculty input into academic policy-making and if this is lacking, why?

Is academic policy-making at UF made in response to events that occur or through a coordinated, long-range process?

To what extent do committees working with academic policy operate competently?

To what extent should the Administration be involved in academic policy-making? Are they competent in making academic policy? What type of background should they have?

To what extent is academic policy made in the sunshine at UF?

Are solutions and implementations competent parts of the policy-making process at UF?

SECTION 8

THE LEARNING ATMOSPHERE

Student Poll

How many of your classes have had more than 30 students?

None:	3%
Some:	11%
About half:	19%
Many:	7%
Almost all:	54%

In those classes with over 30 students, do you think that the effect on the learning atmosphere was:

Very detrimental:	3%
Detrimental:	45%
No effect:	39%
Helpful:	1%
Very helpful:	1%

To what extent is there a good learning atmosphere at UF?

Not at all:	1%
Little:	5%
Some:	25%
Much:	49%
Very much:	15%

Faculty Poll

How many of your classes have had more than 30 students?

None:	18%
Some:	19%
About half:	21%
Many:	15%
Almost all:	18%

In those classes with over 30 students, do you think the effect on the learning atmosphere was:

Very detrimental:	8%
Detrimental:	31%
No effect:	27%
Helpful:	4%
Very helpful:	1%
No comment:	29%

To what extent is there a good learning atmosphere at UF?

Not at all:	1%
Little:	4%
Some:	31%
Much:	41%
Very much:	14%

Observations

The Subcommittee of the President's Council of Advisors, comprised of concerned Black citizens, wrote in its recent report: "It is readily apparent that Black students have not been as active in the broad spectrum of campus life for many reasons, including the basic struggle for survival and the intangibles or negative 'vibes'..."

The Scholarship Chairperson of a fraternity interviewed 25 members of his fraternity and reported that 12 felt that the overall learning atmosphere is conducive to study and that there are many resources available if you take advantage of them. Thirteen felt the distractions outweigh the resources available.

A meeting was held with the UF President on March 21, 1980. The following questions and answers were part of that meeting:

Q: Do you think the quality of education is adversely affected by the lack of democracy here?

A: I'm very,very much in favor of democracy...The universities in Italy are democratic and they've gone back to the Dark Ages...My concept is to have a decentralization of decision-making down to the level of maximum competence.

Q: Does that include students?

A: The Deans of the colleges have certain institutional responsibilities but there is an openness to student opinion on curriculum and other academic matters.

In October and November of 1979, at the reserve desk in Library East, there was a picture on the wall of a skeleton head smiling. Under the picture were these words: YOU ARE NOBODY WITHOUT YOUR CURRENT U.F. FEE CARD WITH ANY PICTURE I.D.

The Administration has the responsibility of making all acad c policy for UF.

Some classrooms in buildings like Peabody Hall and McCarty Hall give the appearance of falling apart.

A tremendous rumbling noise emanates from the ceilings of some classrooms in General Purpose A (GPA) Building.

There are four traffic guardhouses on the University of Florida

campus.

One faculty member from the College of Business Administration said, "We can't get our majors into classes. We have so many other students that want to pick up a business course here or there so they won't be shut out of the job market.

Several students camped out on campus during the night of Sunday, January 6, so they could be at the front of the drop/add line for the College of Business Administration Monday morning. By 6:30 a.m., Monday morning, well over 100 students were waiting.

Said one faculty member: "We've been thinking of patrolling these lines with riot helmets. It's really, really bad."

The Chairperson of the Hume Library Advisory Committee, has commented, "When prospective faculty come for an interview and they ask about the library, I can only turn red in the face and change the subject." He adds:

> The library system in general is deplorable. The science libraries, except Medicine, are a disaster - Engineering, Chemistry, and Agriculture. Hume Library reached its maximum in 1945. The total annual funding for Hume Library is .7%. Approximately 50% of requests to Hume Library have to go to the University of Georgia. There have been sporadic attempts over the years to do something about it. Part of the problem is in Tallahassee. The Hume Library was earmarked catch-up money specifically for books but no money was appropriated for space to put those books or new personnel.

On May 25, 1979, a Review Team headed by the Deputy Director for Library Service in the U.S. Department of Agriculture, released its report of its review of the Hume Library of the Institute of Food and Agricultural Sciences at UF.

The following are excerpts from that report:

> The Review Team has found that the lack of planning: (1) has been a detriment to staff morale and development; (2) has deterred the faculty from demanding much improved information services which

they should be able to expect; and (3) has not conveyed the cost effectiveness of a dynamic information system to the IFAS administration.

The limited hours per week for service to library users underscores the lack of concern or interest in the informational needs of the library's users.

Staff morale in the Hume Library is dangerously low. This might be expected with the work loads of burgeoning acquisitions, the low salaries, and the increased expectations of the users. An even more negative factor to morale seems to be the lack of involvement of the library staff in decision-making which will affect their day-to-day working activities. Communications between IFAS, the Hume Library, and the Main Library seem to be poor; communications between library staff members, vertical and lateral, seem to be almost non-existent. Such factors lead not only to low morale, but also to the "don't give a damn" attitude on the part of the Career Service employees.

We do not concur with the assumption that no changes can be made because of the lack of budgetary support. It is incredible that with a total library budget of some $625,000 and an Institute budget of $45 million, that $15,000 cannot be found for such programs as document delivery, for example.

We have been impressed with the lack of understanding and communication regarding information services that is apparent among IFAS employees, the Hume Library staff, the committees, and the libraries of the University of Florida.

It is the strongly-held opinion of the Review Team that the Hume Library should become an integral component of the centralized Science Library...For the immediate future, it is essential that information regarding the proposed Science Library be disseminated to the faculty and students. Rather than resistance to the concept, we found that most faculty were uninformed or puzzled.

...support of Hume was under 1% of the total IFAS budget for many years. The total

IFAS budget for many years. The national average of academic support of libraries is around 3.8% of institutional expenditure...This shortage of funding is evident in several areas and is the basis for many of Hume's present problems.

Hume staff interaction with IFAS administrative officers and faculty has been spotty and inconsistent.

There is distrust between different levels of employees which manifests itself in patron service, particularly to the students, whether undergraduate or graduate.

There appears to be a lack of talent for some of the jobs the Library faculty perform. This is not uncommon in an organization with few professionals and a wide range of responsibilities.

The library faculty does not seem attuned to modern information handling or the current advances in libraries as we enter the 1980's.

Some of the negative attitude expressed by students is clearly related to the lack of study and work space. The crowding has led to an apathetic negativism among the students and some faculty members which is in direct opposition to the purpose of a library.

...two reference librarians cannot serve the totality of the IFAS students and faculty; the reference librarians are not available during the evening hours, and they are available only to those who care enough to find them in their offices.

At present, ordering and receiving of library materials constitutes a significant blockage in the processing chain. The evidence of cartons and books stacked in the acquisitions area gives credence to the complaint of various users that the acquisitions process is cumbersome and time-consuming.

Unavailability of materials due to the

> binding cycle and lost material which was never replaced are sources of irritation to user groups. From our conversations, it appears that volumes of periodicals are bound which are incomplete

The Review Team wrote that "the image of the library is that of a second-rate institution; it is this image that is leading more and more of the faculty and students to find other sources to meet their information needs." It concluded:

> The perception of the students is that the Hume Library does not meet their library and information needs. The perception of most faculty is that the library tries hard and is probably doing the best that it can, under the circumstances. The perception of the Review Team is that the Hume Library fails to meet expectations of a major research library serving the clientele of one of the premier land grant universities.

Thirty-seven recommendations are part of the Hume Library Review Report.

The Preprofessional Program consists of General Chemistry (usually 4 quarters), Organic Chemistry (2 quarters), CORE Biology (3 quarters), and General Physics (3 quarters).

All of these requirements should be completed in the first three quarters as students must also finish requirements in their majors. Thus, the filling up of a class may cause a major problem to a student who cannot get in.

A meeting was held with the director of CORE Biology. He estimated the average class size to be about 450 students. This average includes the summer quarter. During fall quarter, when most students are able to begin the sequence, the class almost invariably closes. According to the director, as many as 1,000 students have registered for the course. Since Carleton Auditorium holds only about 600 students, as many as 400 are turned away.

Labs often run from 8 a.m. to 10 p.m. in three hour blocks. The optimum number of students in these labs is about 18, yet they often contain about 25. All are taught by graduate students.

Lectures are taught by two professors, each lecturing for half the quarter. In the director's opinion, the reason for this is that

a class this large is too much for one professor to handle. He said that teaching class in Carleton Auditorium is "not the best way." "Our biggest problem," said the director, "is space and money."

A meeting was held with the Chairperson of the Department of Physics. He gave class sizes for Winter Quarter 1980:

PHY 2050 - 135
PHY 2051 - 180
PHY 2052 - 75
PHY 2002 - 220
PHY 2003 - 135
PHY 2040 - 198 (waiting lists of about 80)
PHY 2041 - 315
PHY 2042 - 185

Physics sequences for Engineering students (2040 - 2042) and Architecture (2002 - 2003) usually have to close and put people on waiting lists.

The Chairperson explained that the big problem the Physics Department faces is the labs. Labs are not scheduled, but students just come and do it in their own time. Each experiment is offered for 3 weeks and 7 experiments must be done. The problem with this is that students tend to wait until Friday to do the labs. Often there is a 1-2 hour wait for these labs. According to the Chairperson, 24 teaching assistants were teaching labs in 1974. Now there are 18, a reduction of 25%. Yet, in 1974, there were 950 students registered for labs, whereas there are now 1480 students registered, an increase of 36%. The Chairperson stated that while funds have dramatically decreased, enrollment has steadily increased.

The Physics Chairperson also sited a problem in keeping young professors in the Physics Department. "We're becoming a department of old people," he said. "A brilliant young physicist won't stay here when he can go somewhere else and make $10,000 more." The only professors who remain are tenured and close to retirement. The Chairperson also said he felt there is a lack of support of the professors from the graduate students in the Physics Department.

A meeting was held with a chemistry professor. According to him there are approximately 200 students in each Chemistry class. There may be as many as 300 - 400 students on waiting lists every quarter but this number includes students who want to change sections of lecture and discussion. Of these, all but about 10 - 12 get in, he said. The new tests that the department is implementing are the main reason why so many students get in, he said.

In the professor's opinion, the department is not understaffed. The reason for the test is that lectures and labs were ending up half empty half-way through the quarter. This was a waste of the department's money. The professor said the test has only increased the efficiency of the department.

The March 1979 Academic Fact Book listed the following lower division undergraduate student-teacher ratios for 1977:

Health Center:	147.1
Health Related Professions:	147.1
Agriculture and Forestry:	95.4
Agriculture:	101.5

Class sizes are in the hundreds in various areas. Many freshman classes fall into this category. The size of some classes in the College of Business Administration and the Department of Mathematics are quite large.

On October 29, 1979, the report of an academic review of the Department of Recreation was released by the outside review team. The report included the following:

> The college lost six faculty positions during the past six years. This, combined with its comparatively lower salaries and current problems stemming from reorganization, has had a devastating effect on faculty, student and alumni morale.

During Fall Quarter 1979, 302 students signed a petition which read:

> We the following members of the University of Florida academic community view the current exam given to students seeking to take the chemistry sequences as unfair and unnecessarily exclusionary. We support using the exam only for the purpose of placement and not exclusion. We further support the student access to chemistry and course majors that require chemistry by supporting the institution of a preparatory course for those students who do not pass the exam.

Comments

(Student): "The labs in Environmental Engineering are poorly equipped for the general lab courses taught for undergraduates. There needs to be a general stocking for the course to be taught. More

practical work experience labs or field work should be instituted."

(Faculty): "There is an obvious adversary relationship here between teachers and students. When you walk into a classroom, students want to know how you're going to screw them.

(Student): "The classes are too large. They should find better teachers."

(Student): "I don't know if the faculty have an interest in the students because there are so many students in the classrooms."

(Student): "I'm in a Genetics class with 500 other students. It's noisy and hard to learn in. The smaller classes are the ones I've done better in."

(Faculty): "I have a calculus class with 100 students."

(Faculty): "My class loads range from 2 or 3 in graduate classes to 160 in regular medical classes."

(Faculty): "If you use lecture, it doesn't matter if you have a thousand students in a class."

(Faculty): "Too few students can be detrimental also. With too few students, you can't have competition."

(Faculty): "Class size has nothing to do with the quality of education."

(Faculty): "There is a general adoption of a productivity view of education; utilizing a management model (FTE's, etc.). Large

classes are just one result of this."

Questions

How many classes are there at UF with more than 30 students?

What is the effect on the learning atmosphere of classes with over 30 students?

To what extent have the concerns in the report of the Subcommittee of the President's Council of Advisors been addressed?

What is the effect on students of the controdiction between the democratic principles students are taught and the non-democratic way policy is made at UF?

Is UF a depersonalizing experience for students?

To what extent do restrictions and rules at UF affect the learning atmosphere?

To what extent have the concerns and recommendations of the Review Team on Hume Library been addressed?

To what extent do closed course sections hamper students' learning schedules here?

To what extent have the concerns of the academic review of the Department of Recreation been addressed?

Should the chemistry placement exam exclude students from taking introductory chemistry?

To what extent is there an adversary relationship between students and faculty?

PART III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A preliminary investigation of the quality of education at the University of Florida was conducted by the UF Student Government Department of Education during the 1979 Fall Quarter and the 1980 Winter Quarter.

Twelve areas were looked at:

- Southern Association of Colleges and Schools
- Evaluations by Professional Associations
- Student Evaluations
- Other Evaluation Criteria
- Goals
- Faculty
- Students
- Teaching Methods
- Curriculum
- Academic Advisement
- Policy Making
- Learning Atmosphere

Ninety-six questions were raised.

Conclusions

Eighty-eight percent of the students polled believe there is a need for a comprehensive evaluation of the quality of education at UF. Sixty-eight percent of the faculty polled believe there is such a need.

In addition, the following groups have gone on record as believing there is a need for a comprehensive evaluation: the College of Liberal Arts & Sciences Student Council, the Black Student Union, Yulee-Mallory Area Government, Graham Area Council, and the Independent Florida Alligator. Only one group went on record as believing there is not a need for a comprehensive evaluation: the College of Journalism & Communications College Council.

Also, of all the written comments received, only one was predominantly positive.

In view of the above overwhelming sentiment and in view of the question-raising data that this preliminary investigation uncovered,

we believe our hypothesis to be true: there is a need for a comprehensive evaluation of the quality of education at the University of Florida.

Recommendations

The following actions are recommended:

(1) Goals for UF: General and specific goals for UF as an institution need to be developed. This can be accomplished through the following means:

- Comprehensive opinion polls of students, faculty, administrators, alumni, and employers.
- Suggestions from all sectors of our society regarding what society needs from college graduates and from other functions of the university.
- A Conference on Goals between UF students, faculty, and administrators. The purpose of the conference would be to present data, engage in dialogue, and come up with general and specific goals for UF.

(2) Comprehensive Evaluation: A compreshensive evaluation of the quality of education at UF needs to take place. This can be accomplished through the following means:

- An evaluation of the competence of the Southern Association of Colleges and Schools and of professional associations in evaluating UF.
- If SACS and the professional associations are found to be competent, then dialogue between them and students, faculty, and administrators on the best type of comprehensive evaluation.
- If SACS and the professional associations are not found to be competent, then the development of a comprehensive evaluation and the implementation of it through outside professionals.

It should be kept in mind that 88% of the students polled wanted to see Student Government involved in the development of a comprehensive evaluation and 80% of the faculty polled wanted to see the faculty involved in the development.

(3) Development of Solutions and Alternatives: If the comprehensive evaluation indicates the non-attainment of the goals developed, solutions and alternatives need to be developed. This can be

accomplished through the following means:

- Comprehensive opinion polls of students, faculty, administrators, alumni, and employers.
- Suggestions from all sectors of our society.
- A Conference on Solutions and Alternatives between UF students, faculty, and administrators. The purpose of the conference would be to present data, engage in dialogue, and come up with solutions and alternatives.

(4) Implementation of Solutions and Alternatives: The solutions and alternatives which are finally agreed upon should be implemented.

(5) Continuation: The above four phases should be repeated on a regular basis.

Funding

The Administration now pays for the costs of the SACS evaluation and other evaluations. Therefore, the Administration should pay for all costs of any new procedures.

Alternative funding sources should also be explored. One possibility is the Fund for the Improvement of Postsecondary Education.

This investigation and the release of this report presents unique opportunities.

It presents unique opportunities to students by giving them a continuing vehicle for involvement in the quality of their education. It also presents UF students unique opportunities in providing leadership with our pioneering work to the rest of the nations' students.

It presents unique opportunities to faculty by giving them a continuing vehicle for involvement in the quality of education at UF.

It presents unique opportunities to the Administration by eventually reducing their workload.

It presents unique opportunities to the State of Florida to test and implement the recommendations of the Commission on the Future of Florida's Public Universities and the Joint Legislative and Executive Commission on Postsecondary Education.

It presents unique opportunities to educators nation-wide to

test their educational ideas at the University of Florida.

It presents unique opportunities to employers by creating new mechanisms to enable UF to know what employers need of UF graduates.

And it presents unique opportunities to society as a whole by giving it the hope that it so desperately needs.

Let us go forward!

PART IV
APPENDICES

(Student): "I have truly enjoyed my years spent at this university. I've gained a lot of experience and have learned a lot. I should add that I've learned this much despite, and not always because of, the quality of education I've received at UF.

My freshman year here was a perfect example of the worst that the university has to offer. The overcrowded and undertaught basic studies classes are true examples of the gross negligence of UF administrators. I am a firm believer in the concept of a basic studies program. I believe that a college graduate should have a well-rounded education rather than vocational training. Basic studies classes offer the student a chance to explore new worlds and discover new interests. Of course, they also guarantee that the student will be ready for more advanced classes later in his college career. But, here at UF, the sad fact of the matter is that most freshmen are bored, frustrated and discouraged by their basic studies classes rather than excited or enlightened.

This boredom and frustration is due to the manner in which these classes are taught. Most are in overcrowded classrooms where the student has little chance for personal interaction with his professor. The student has little chance to ask questions or voice opinions in the class. And the tests are usually multiple-choice ones seemingly designed to test the students ability to take a test, and not his knowledge of the subject.

The subject of testing brings up another great fault in this university's system. I feel that many teachers, by their own actions or should I say inaction, actually encourage cheating among students - something that certainly needs no encouragement. Case in point: the Theatre Appreciation class that many students take to fulfill their humanities requirement. The subject matter is interesting and the professor does require the students to see plays outside of class - which I feel is good for that well-rounded education I mentioned earlier. But the professor continues to give multiple choice tests that, quarter after quarter, contain virtually the exact same questions in a different order. This makes it very easy for a student with access to copies of old test (and there are many sources of these available, most noticeably among fraternity and sorority houses) to do well on the test without ever really learning the class material. This is also the case in the introductory marketing class. I

remember sitting in that class a few minutes before our midterm was to begin and watching some students in the row in front of me pass around a copy of an old test they'd been studying from. In the few glances I had of that test, I was able to note at least 3 questions on it. Sure enough, when the copies of our midterm were passed out, those 3 questions were right there on the first page, exactly as they'd appeared on the old test! What really irks me is that the teacher was aware of this type of cheating and took no action to stop it. I know that he was aware of it because a very close friend of mine spoke to him personally about this and suggested that he either substantially change his tests or else make copies of old tests available to all students so that those with "connections" weren't the only ones at an unfair advantage. He promised her that the final would be totally different format from all his old tests, and she left his office feeling reassured. But she felt very disgusted when she saw his "new" final the day it was given - for it was exactly the same as all of his old tests had been!

I believe that this type of teacher-encouraged cheating is a very serious threat to the quality of education at UF. How can a student graduate with a quality education when he cheated his way through his undergraduate years?!

My other major complaint about the quality of education at UF is the fact that too many of us are graduating without ever really learning how to read and write! The multiple choice test seems to have taken the place of the essay or composition paper, while assigned readings in usually boring textbooks have replaced the use of information from outside sources such as professional journals, novels, nonfiction works, etc...The saddest thing to see is a college graduate who cannot even write a complete sentence or a coherent paragraph. I know that I myself have much difficulty using proper grammar and correct spelling in my writings - and I will graduate this June with a Bachelor of Science Degree in Advertising from the College of Journalism and Communications!! If I have trouble putting a sentence together, imagine the difficulties the Business, Physical Education, or Chemistry student has!

I feel that the College of Journalism and Communications, along with the other colleges at UF, should be more careful about this problem. It is up to the university to encourage and require students to be able to communicate correctly and effectively before they receive a college degree. The guy with the diploma in hand who can't read or write simply devalues the diplomas of those who can.

This lack of quality at UF seems to be largely due to the negligence on the part of faculty members. I am sure that they defend their actions by saying that they are overworked, understaffed, and underpaid. I am sure that this is partly true - but not completely. If all teachers at UF suffer so, then why do some teach their classes

so much better than others?! (By teaching better I mean taking the time to grade essay tests rather than multiple choice ones, encouraging student-teacher interaction, encouraging outside reading and activities to students, etc...)

I would like to be able to brag about my education at UF after I graduate from this university. But I do not feel that I can do so until more of these problems are remedied. I hope that some day this really will be an institution of quality higher learning."

(Faculty): "Though I have been on the faculty of the UF only for a short time, I have become aware of a few serious problems concerning the education of undergraduates. Two problems concern teachers while one -- and the most important, I believe -- concerns the students.

There are a number of superb teachers at the university. In fact, many faculty members participate in programs, such as those supported by the Lilly Endowment, the National Endowment for the Humanities, and the university itself, that encourage teaching excellence. Moreover, because of the oversupply of academics, the university has been able to hire teachers who have already demonstrated their classroom skills. These are not the teachers who I am concerned with. Rather, my complaints deal with those instructors who do not want to teach. These include a number of older, tenured professors who no longer perform leading-edge research. Since they cannot easily be fired or retired, these faculty often are assigned undergraduate teaching duties. Student reactions to these instructors are often difficult to guage since these non-probationary faculty generally do not even receive student evaluations at the end of semesters.

Another group of inadequate instructors consists of graduate teaching assistants who often see students more than the major professor in introductory classes. While some T.A.'s take pride in their teaching, they do not constitute a majority. Most are teaching only because the activity is the only way for them to earn money needed to complete graduate school. In some cases, the university even uses them as a cheap source of labor to teach the larger, undesireable undergraduate courses. In a course in which the major professor does not teach well and in which a harried T.A. conducts recitation sections, the student definitely receives an inadequate education.

Unfortunately, most students do not realize they sometimes receive a substandard education in such cases, largely because they are below average in terms of intellectual abilities and motivation. In just six months here, I have encountered too many lethargic, lackluster students who do not care very much about the content or quality of their courses. They are here because they see the state university as a four year way station in life -- a place where they can

party with peers who have similar ideas. They conceive of their classroom work as the price they must pay for their fun. Instead, they should be looking to their studies as the product they are buying.

The results of this situation are numerous. One is that students graduate who did not utilize their educational opportunities to the fullest possible extent. Their diplomas, therefore, are not certifications that they are well educated. Many people, such as employers, realize this and do not put much weight in a UF degree. Meanwhile, those students who really did come to learn have earned degrees that are devalued.

To professors, the lack of motivated, intelligent students means that they must downgrade their teaching activities so as to satisfy the majority of below-average pupils. Again, the more responsible student suffers as the standards are lowered. In addition, teachers find that they do not need to strive for excellence since most students would not recognize it anyway. The ultimate result of this interaction between once-capable professors and unmotivated students is a university full of students and teachers who are mediocre at best. (Of course, the word "full" is an exaggeration, since I have already stated that many excellent teachers are on the faculty. Likewise, there are some exceptional students here, such as the national merit scholarship winners and those in the honors program.) This is not what is expected by taxpayers of the state or by the legislators, who are asked annually to provide more funds to the university than in previous years.

Without giving as much consideration to the implications of my proposed solutions as I should, I nevertheless offer a few suggestions. First of all, the university must give more attention and prestige to teaching undergraduates. (This assumes that the university has indeed made a commitment to the education of undergraduates.) Dedicated professors must be encouraged to take on classroom duties so that they do not believe that teaching is a punishment for poor research. Of course, many excellent teachers also perform excellent research. And since research is a very legitimate concern for faculty members, one must be careful not to discourage it. The problem of the teetering old professors is a difficult one, and a solution may require the redesigning of the tenure system altogether to make it easier to retire unproductive professors.

As for T.A.'s, only those who truly enjoy teaching should be allowed to teach. Other graduate students should receive research assistantships or fellowships. And graduate students in some departments, such as in history, where there are many more students than the professional community can absorb, should not be accepted in the first place.

Graduate students are not the only students who should not be accepted so readily; undergraduates should suffer the same fate. Only

those top students who really desire a good education should be allowed to enter the university, which supposedly is an institution of higher learning. The problems of selecting such students are undoubtedly immense, and I will leave practical considerations aside. Of course, not everyone who wants an education is a top student. Some want an education in a technical skill or craft. In these cases, students might be encouraged to enter junior or community colleges rather than a large research-oriented university. For those second level students who attained a more mature conception of higher education in the last years of high school, the community college may also be a starting point. After demonstrating their competence there, they could then enter the university.

The ultimate result of a smaller, but more motivated undergraduate student body and a more concerned faculty may be the production of a very positive intellectual environment in which both teacher and students would be highly motivated and concerned that the University of Florida would become a great institution of higher learning."

(Students): "As graduate students at the University of Florida, we are in the position of seeing problems in education from the perspective of both teachers and students.

As students, some of our problems are:

(1) overcrowding in classrooms (500 -700 students in lecture situations),

(2) having teachers who seem to be bored with their subject matter,

(3) having to select classes from a schedule which offers no information about the individual teachers, a schedule seemingly based on the assumption that personal characteristics of individual teachers make no difference,

(4) finding it difficult to receive coherent and consistent academic counseling,

(5) feeling an insensitivity to the tightening economic situation of many students (requiring high-cost textbooks),

(6) finding an insensitivity to the time and scheduling of classes for the growing number of more mature graduate students.

However, as teachers we can see how these above problems do not stem from our choices or inadequacies, but rather from the circumstances under which we have to teach, such as:

(1) funding based on student enrollment which requires instruction of large numbers of students for economic survival,

(2) pressures related to promotion and tenure, such as student evaluation, declining student enrollment, publication, and service, in an increasingly competitive academic environment which leaves practically no time for:

(a) personal intellectual stimulation,
(b) translating that stimulation to creative classroom interactions,
(c) talking with students about either their academic or personal problems.

The same assumption that the personal characteristics of teachers makes no difference in the quality of instruction for students seems to apply when teachers are given teaching assignments. "A teacher must teach what is going to sell: and they are sometimes unaware of their teaching assignment until a week before classes begin.

Quality education cannot be funded with the same budgetary assumptions used in business. An educated person is not a factory product. An educated person is the result of a process of human interaction which requires time. The role of legislators and administrators should not be one of management and control, but rather one of support and administrating in order to create an environment in which educators can control the educational process.

(College Council): "I would like to thank you, first of all, for taking the time to address our last meeting of the Journalism College Council. We found your talk informative, and were glad to have the questions raised in our minds by the recent Alligator advertisements answered.

After leading our group discussion on the pros and cons of having a comprehensive study completed concerning the quality of education at UF, I was authorized by the Council to transmit to you our views on the subject.

We, as a group concerned with the quality of the education which we are receiving at this university, see no need at this time to conduct a comprehensive study of the type outlined in your talk. We feel that the quality of instruction, facilities and administration offered us by the College of Journalism and Communications is outstanding. For those who truly have the desire to learn, we feel, the means to fulfill that desire are offered.

We further consider the present mechanism for discovering problem areas in our college sufficient to insure continued opportunity,

free from undue hinderance, for those who want to learn.

I should mention also, at the risk of offending you, that several members of our group, myself included, question your motivation in stirring up controversy where little or none previously existed. Though we fully support sincere concern for attaining/maintaining academic excellence at the University of Florida, we question whether your approach will truly facilitate those goals.

It is our hope, of course, that your motivation is sincere and that your efforts will benefit the students of this university."

(Administrator): "I would like to share a few comments that I have about the general topic 'quality in higher education.'

Quality can be measured in a variety of ways. Immediate reactions of current participants in educational programs to their ongoing experience is one method. Another is to ask faculty outside of the current institution to evaluate the quality of education at another institution from their unbiased perspective. Yet another is to evaluate the results of a particular educational program - the performance of the graduates themselves. Another would be to measure objectively the changes in attitudes, values, and knowledge over a period of time such as between freshman and senior years. Another method would be to compare the number of Merit Scholars at a particular institution with other colleges and universities. Another might be to look at the average SAT scores of entering freshmen at the institution over a period of years in comparison with others who go on to professional and graduate study after they leave the undergraduate institution. I suspect you could name several other methods of evaluating the "quality" of an institution of higher education. While I have strong personal feelings that reflect my own philosophy of higher education, I would not suggest that any of the above listed methods in itself is a fair representation of quality.

There is an entire field of higher education that relates to studies of the impact of institutions on students. A great deal of research has been conducted at a variety of institutions for more than 40 years. There are significant differences in the impact that various kinds of campuses have on students, but it is very difficult to make meaningful generalizations. Nevertheless, it is safe to say that these studies reflect real differences in the evaluations students make of their educational programs while enrolled as undergraduates and the later evaluations they make of those programs several years after graduation. Most researchers in higher education in this area have agreed that the most reliable index of the "quality of education" at a particular institution is the actual performance of those graduates several years after they have left the institutio

if the graduates of that institution in fact display the kinds of behavior that the institution has stated as its major purposes, then the program is probably "successful." One of the obvious problems is that different institutions and different people have widely varying views as to what constitutes "quality." For example, some students while they are undergraduates react very negatively to any course work that they feel is not specifically geared toward their vocational objectives. Others may just as strongly be interested in learning for its own sake without any regard whatsoever for practical application. To apply this same evaluative criteria to these students regarding "quality" would be absurd.

I do not mean to suggest that your study can have no worth. I think it is very important for students to share their feelings about their educational experiences with faculty members and administrators. The inclusion of students on virtually every University standing committee reflects this institution's commitment to work closely with students in efforts to improve the total educational program. Moreover, students are granted formal opportunities to evaluate faculty members and the quality of instruction throughout the year. The quality of the educational program is the most important concern for any university. It is because the institution has established a reputation for excellence, integrity, and reliability that so many people are willing to invest their time, money, and effort to be students here. So in any study which is conducted that purports to "evaluate the quality of education," one needs to be extremely careful in clarifying exactly what is being evaluated, the criteria being used, and who is doing the evaluation."

(Administrator): "I want to applaud you for your efforts on seeking student input into "quality" education, at the University of Florida. You're to be commended and congratulated for these initiatives."

(Student): "I welcome the opportunity to express my opinions about the quality of education at the university I have attended for four years.

...one of the elementary points a student learns in general psychology is that review of an evaluation procedure (tests, quizzes, etc.) within a short period of time help the student to correct errors and imprint the correct answer or theorem. Few instructors grade tests and other evaluation measurements by the next class meeting and allow the material to become accessible to the student, who must then continue on to new material without benefitting from their mistakes on the former test. I would like to see tests become available so the student can relearn or recognize the errors and benefit from

it or them.

In particular,(a member of the photojournalism department) was probably the most inept instructor who had little concern for the student and instead spends his daily time with his research and on the phone. And one of the best instructors ever, was (a professor) in the news-ed department of the Journalism College. A fair and objective man with sensitivity is a joy to students and probably colleagues alike.

I hope these comments provide some insight for UF and your objectives."

(Student): "I am a student at the U. of F. I've always enjoyed the diversity of the curriculum, it gives a student alot of choices. I have gone many times to College of Liberal Arts and Sciences counselor and to my department counselor in political science and have been given excellent counseling. The student-teacher ratio is fine but the school could always use an evaluation to keep up with the times and ensure that quality is kept. The learning atmosphere of the university is variable, for alot of people love to party but it depends on what you personally what you want to get out of school. The quality of professors is debatable. Some should never had been teachers and some should just retire, while others capture your attention. One must remember that there are always errors in a system. The teaching methods go from stinky (meaning that the professor just rambles and can only take notes for five minutes) to an over zealous professor who keeps your hands glued to your paper taking notes.. I don't think there should be a one kind teaching method but I do believe someone whould look into it. "

"The Legislature finds it in the public interest to provide a system of higher education which is of the highest quality which enables students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional, graduate and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and the wisest possible use of resources."

The Florida Legislature, 1979